



Springcroft Primary School

Physical Education Policy

Date Adopted: January 2025

Author/owner: Springcroft Primary School

Anticipated Review: Autumn 2026

Approved	Signature	Date

Our Mission Statement:

The place to learn, the place to succeed, the place to make friends, the place to grow.

Introduction

The primary aim of the Physical Education (PE) curriculum is to develop children's physical literacy, promoting an active and healthy lifestyle. This policy outlines the vision, objectives, and guidelines for delivering high-quality PE in our school, ensuring that all students have the opportunity to engage in meaningful physical activities that foster physical, emotional, and social development.

Aims

- To provide all students with a broad and balanced PE curriculum that promotes physical, mental, and social development.
- To develop skills in a range of physical activities, including athletics, gymnastics, dance, games, and swimming.
- To foster a positive attitude towards physical activity and healthy living.
- To improve teamwork, communication, and leadership skills through collaborative sports and activities.
- To provide opportunities for students to participate in competitive and non-competitive sports, both in and out of school.

Curriculum planning and organisation

- Each class is timetabled so that they can access the hall during PE and Games sessions.
- The playground areas and fields are used to facilitate activities such as Outdoor Activities and Games.
- The school currently employs qualified Sports Coaches to teach, assess and deliver PPA to school staff to support and raise standards in curriculum PE and Games lessons.
- Swimming lessons are provided to all classes in KS2 by a qualified swimming teacher from the High School and Springcroft staff.
- Sports coaches regularly provide additional opportunities to extend the PE curriculum (e.g. cricket, multi-skills and hockey)
- Before and After school sessions run every day afterschool offering a wide range of activities (e.g. football, multi skills, tennis, archery etc)
- Through the cluster group and paid subscription into our local sports district association, the children are all given regular opportunities to participate in inter and intra school competitive sporting. School staff accompany the teams to these events.

Early Years Foundation Stage

By the end of the EYFS, through the teaching of physical development children

- Move with confidence, imagination and in safety.
- Move with control and coordination.
- Travel around, under, over and through balancing and climbing equipment.

- Show awareness of space, of themselves and of others.
- Recognise the importance of keeping healthy, and those things which contribute to this.
- Recognise the changes that happen to their bodies when they are active.
- Use a range of small and large equipment.
- Handle tools, objects, construction and malleable materials safely and with increasing control.

Children in EYFS access weekly PD sessions in addition to a range of daily activities to develop their fine and gross motor skills. EYFS use continuous provision on a daily basis to explore their body and movements using the indoor and outdoor area.

Key stage 1

Children develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Children are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

All Key Stage 1 children receive 2 hours of PE per week .

Key stage 2

Children are taught to continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Children are taught to:

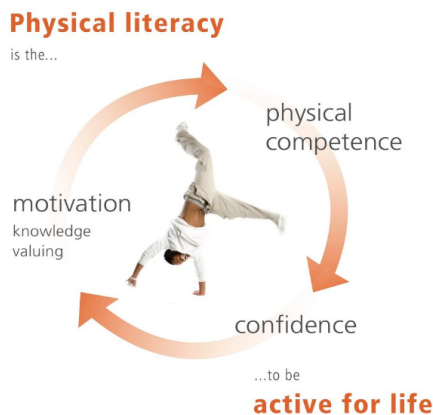
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team

- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Healthy Lifestyle Programme

In order to meet the government's plan to reduce England's rate of childhood obesity, each class completes the Time4Sport Gold programme during the year. They are a fun, healthy lifestyle course providing fun, multi-sports games/activities for all, advice on fats and sugars in foods, portion sizes and food labels, provide motivation and support on how to set exercise and nutrition goals, support children and their families on how to live a healthy lifestyle on a budget, share free healthy recipes, and is designed to help children avoid later problems with weight and health. This programme is commissioned by Staffordshire County Council and supports the NHS Change 4 Life campaign.

Our Healthy Lifestyles programme encourages children to gain knowledge about how they can achieve an active lifestyle and the impact this has. The benefit of this programme is so children can become more physical literature.



The Elements of Physical Literacy

Motivation and Confidence (Affective)

Motivation and confidence refers to an individual's enthusiasm for, enjoyment of, and self-assurance in adopting physical activity as an integral part of life.

Physical Competence (Physical)

Physical competence refers to an individual's ability to develop movement skills and patterns, and the capacity to experience a variety of movement intensities and durations. Enhanced physical competence enables an individual to participate in a wide range of physical activities and settings.

Knowledge and Understanding (Cognitive)

Knowledge and understanding includes the ability to identify and express the essential qualities that influence movement, understand the health benefits of an active lifestyle, and appreciate appropriate safety features associated with physical activity in a variety of settings and physical environments.

Engagement in Physical Activities for Life (Behavioural)

Engagement in physical activities for life refers to an individual taking personal responsibility for physical literacy by freely choosing to be active on a regular basis. This involves prioritizing and sustaining involvement in a range of meaningful and personally challenging activities, as an integral part of one's lifestyle.

Swimming and water safety

Children in KS2 are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

All children in Key Stage 2 access half an academic year of swimming.

Contribution of PE to teaching in other curriculum areas.

English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills. Videos of professional/ skilled athletes are also used to help develop good technique.

PSHE

PSHE and PE links include following rules, healthy living co-operating with other and understanding fairness and equality.

SMSC and British Values

PE offers opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding for themselves. There are democratic choices of activities to implement skills.

Inclusion

- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.(parents will be informed if this becomes a regular occurrence)
- No Children will be excluded from any physical education programme unless advised by a medical professional.
- All lesson provide good quality experiences that are suitably challenging for all Children.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of Children.
- For the purposes of competitions both in and outside school, all children will be given the opportunity to participate in the experience.

Assessment and recording

- Assessment is carried out by the teacher and sports coach in the course of the normal class activity.
- This is done mainly through observations and sometimes through discussions with children.
- A photographic/video record is sometimes used to document some of their work.

- Physical development levels and progress are recorded by the EYFS teachers for each child.
- Levels of attainment are recorded through an assessment system adapted by T4S called 'Head, Heart, Hands'.
- Physical Education/ physical development is included as part of the end of year reports to parents.

Health and Safety

All staff have due regard for the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons.

- Children are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for Children suffering from asthma are made readily accessible.
- Children with epilepsy are monitored closely throughout and after PE by staff and staff are trained in what actions to take if needed.
- Staff make regular visual checks for wear and tear and security of major items. All staff are responsible for reporting to the subject leader and/or Premises Manager if any items show wear and tear.
- All large items of equipment are inspected annually by an independent safety expert.
- Any items constituting a danger are taken out of use immediately.
- Children are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Children are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above waist, not jumping or running in front of others, etc).
- Children are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. The teacher is not responsible for looking after children's valuables during PE activities and should preferably be left at home on PE days.
- Children wear suitable footwear for travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE, if deemed suitable by staff, they may use their shoes if the activities are on the playground.

Resources

- There is a variety of equipment to enable Children to achieve objectives, which are best suited for their age and stage.
- All PE resources are kept in the PE hall store.
- Football goals and Netball posts are kept in the garage.

Administration Arrangements for extra curricula sporting events

- The school Office Admin Assistant liases with teachers/support staff and sports coaches to arrange after school clubs/Holiday sports clubs/ attendance of teams at external sporting competitions.
- Where necessary the Office Admin Assistant liases with the subject leader to ensure the appropriate paperwork is completed.

Monitoring and Review

- The subject leader will oversee the continuity and progression within annual and medium-term plans.
- They will also monitor the quality of teaching and learning through observations.
- The leader will support colleagues and provide CPD where necessary.