



# **Policy for Physical Education**

**Reviewed and Updated: January 2025**

**Date for Review: January 2026**



This policy should be read in conjunction with the following school policies:

- Calculation Policy
- Assessment Policy
- Marking and Feedback Policy
- Equalities Policy
- SEND Policy
- Homework Policy

## **What Physical Education looks like at Much Marcle C of E Primary School.**

As with all of our subjects, within the Physical Education curriculum our drivers are at the heart of everything we do. Through our writing lessons we promote:

- 1. Perseverance**
- 2. Confident Communicators**
- 3. Healthy Body, Healthy Mind**
- 4. World Citizens**

### **Intent**

At Much Marcle CE Primary School, our Physical Education curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2021 statutory framework in Reception.

At Much Marcle CE Primary School, we believe that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills.

The aims for our Physical Education Curriculum are:

- To improve health and well-being.
- To provide a broad range of high-quality opportunities and outcomes for all.
- To encourage community involvement.
- To promote active participation and competition at all levels.
- To raise achievement and supporting excellence.

### **Implementation**



At Much Marcle CE Primary School, the PE curriculum is organised in order to cover the National Curriculum expectations and offer a broad and exciting range of sports and physical activity. In PE the rationale for the teaching sequence of units is as follows:

- In EYFS we have created a curriculum based the seven areas of learning, taken from the statutory framework for the Early Years Foundation Stage Educational Programme. Within the Physical Development and Personal, Social and Emotional Development strands our children will learn more about themselves, their bodies and how they feel when they are active.
- In KS1, we explore six different areas of learning: Athletics, Dance/movement, (fundamental) Games, Gymnastics, Invasion Games and Net and Wall Games.
- In KS2, we build on prior learning from EYFS and KS1 and explore: Athletics, Gymnastics, Invasion Games, Outdoor and Adventurous Activities, Net and Wall Games and Striking and Fielding Games.

## Planning

At Much Marcle CE Primary School, PE is taught via a sport specific approach alongside other areas of the curriculum. Our curriculum is carefully planned over a one year cycle to engage and excite all our learners. We have developed our long-term and medium-term plans to outline specific learning outcomes and map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. The PE curriculum has been organised around the key areas of physical education and is underpinned by a clear progression map.

## Pedagogy

Our PE teaching is based upon our curriculum drivers and a pedagogy that is tailored to Much Marcle. In every PE lesson you would expect to see:

- A clear learning objective

All lessons begin with a recap of prior skills and how to apply them in new situations

- Inherent physical repetition of skills – discreetly and indiscreetly applied to mini games and full games.
- Repetition of PE specific skills and, where necessary, targeted repetition of lost or missing learning/skills
- Quality First Teaching. Every lesson/sport is introduced by a coach. Their knowledge and skills are immediately evident to children and staff.
- The practical and physical nature of the subject means children are ‘hands on’ in every lesson.



- All lessons are well resourced, consistently audited, and replenished.
- Each PE session is created around building the fundamental understanding of a skill using the correct vocabulary and terminology – muscle groups, specific training drills, and movement vocabulary.
- Discussion points around each warm-up activity, skill session and game rules with question and answers sessions. Children say what they notice, know and can explain.
- Explicit, precise and ambitious vocabulary/terminology is used at appropriate times.

## **Assessment**

Coaches and staff assess formatively throughout each lesson and summatively after each unit and compile assessment grids. The pupils are assessed around the key areas for each unit and are identified as on track, above or below expectations. This information is shared with the PE Lead and class teacher.

## **Adaptive Learning and Inclusion**

All lessons are taught at an age-related expectation. We adapt lessons for SEND, EAL and SEMH learners by providing appropriate adult support and high-quality scaffolding. In cases where children are significantly below ARE, support and learning opportunities will be differentiated at source. This will be discussed and agreed by the SEND Lead /Head Teacher if necessary.

## **Impact**

Our P.E. curriculum facilitates sequential learning and long-term progression of knowledge and skills. Teaching and learning methods provide regular opportunities to recap acquired knowledge through high quality questioning, discussion, modelling and explaining, to aid retrieval at the beginning and end of a lesson or unit. This will enable all children to alter their long-term memory and know more, remember more and be able to do more as children living a healthy lifestyle.

This is what you might typically see:

- Happy and engaged learners.
- Regular pairs and group work.
- Range of different challenges and games.
- Children talking about, sharing and reflecting on their learning.
- Self-motivated children
- Independent working from children, as well as often making their own decisions on their learning.
- Engagement and perseverance.



- Use of technology and theory work within lessons.
- Leading and coaching to peers.
- Children who know about the importance of exercise and keeping active and healthy.

## **The Responsibilities of the subject leader:**

To lead this curriculum area effectively the curriculum leader is responsible for the following:

- To monitor and evaluate the curriculum provision of the subject.
- To carry out learning walks.
- To understand the achievement and attainment of the children within their subject
- To identify the priorities for school improvement and to carry these out through succinct action planning.
- To lead on training and staff development.
- To attend relevant training and disseminate to whole school.
- To feedback impact and effectiveness to Head Teacher.

This is the impact of the teaching:

- Confident children who can talk about PE.
- Children who are enjoying their learning within PE.
- Stronger understanding of personal development as well as the benefits of PE.
- Children who know about the health benefits of daily activity.
- Children developing and practicing their skills on top of regular P.E lessons.

## **Extra-Curricular Activities**

We are committed to recognising the importance of physical activity of children outside the curriculum. We believe that sport in after school clubs provide a positive experience of physical activity for children. Children will be given more regular opportunities to represent Much Marcle in various sporting events throughout the local community. We also have various inter school tournaments that operate after school hours. Students are encouraged to participate to further promote an awareness of the value of physical activity.



## **Health & Safety**

A more detailed, subject specific guidelines can be found in the 'Safe Practice in Physical Education and School Sport' document.

- There must be a risk assessment for safe handling of the equipment whilst the work is in progress and safe storage when the work is complete.
- Appropriate levels of lighting must exist to facilitate a safe working environment.
- The surface that the pupils are expected to work on should be clean and free of litter or other hazards that could cause an accident. The teacher should pay special attention to the suitability of the surface, after the floor has been polished in the hall and after rain on the playground or on the grass as this may make the area too slippery to be safe.
- All jewellery and watches should be removed.
- Long hair should be always secured as appropriate to the activity.
- Appropriate clothing must be worn by pupils and staff.
- The teacher must ensure the preservation of body heat after hard physical exercise and use good methods to cool down pupils after such exercise.
- The teacher must be aware of any medical condition which may affect physical ability (e.g. diabetes or asthma) and make the appropriate adjustments in planning and implementation of the lesson to allow pupils who suffer from any conditions to take part actively but safely.
- For Health and safety reasons, teachers may physically guide children during lessons in order to develop their skills, e.g., correcting a child's position during a gymnastics lesson.
- Staff should have a working knowledge of First Aid and know when and how to summon qualified First Aid assistance.
- All forms of physical activity should be preceded by an appropriate warm-up.
- The pupils must be given tasks which are challenging, but within the scope of their ability.

## **Risk Assessment**

Regular checks and risk assessments are made by all staff involved in delivering the PE curriculum, these checks are ongoing. Risk assessments should also be carried out on any facilities that are used for sporting activities outside of the school grounds.