



St. James' Church of England Primary School

'Building One Faith, One Family, Our Future'

PE Policy

Written/Adapted by L. Whaley Autumn Term 2025
Approved by Governors – Autumn 2025

Review Date – Autumn Term 2027 (Standards Committee)

Foundation, Vision and Intent

St James' Lower Darwen

Church of England Primary School



"Building One Faith, One Family, Our Future."

"We offer a holistic curriculum that champions our community and is aspirational."

PERSONAL DEVELOPMENT

through

ENRICHMENT

THE NATIONAL CURRICULUM

SKATS

FORGIVENESS

COMPASSION

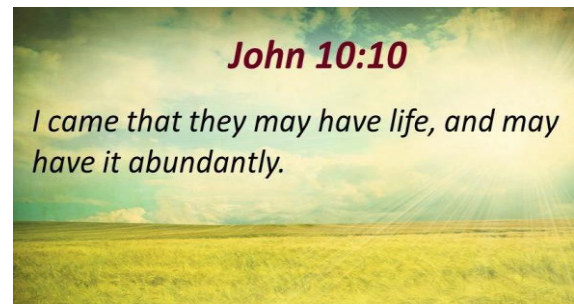
LOVE

TRUTH

JUSTICE

Jeremiah 29:11

John 10:10



We want our children to know that **God has a plan for them** that means **they live their best life possible**.

Each **policy** and procedure within school, alongside the ongoing **curriculum** delivery, our **SKATS** programme, **enrichment** and the **spiritual development** offered to our families through Worship, RE and our links with Church, work towards making this happen.

Physical Education Policy

1. Introduction

All at St James' C of E Primary School are committed to the health and well-being of our pupils. As a staff we understand how a broad and inclusive provision benefits individuals and the school in general; our approach to Physical Education focuses very much on the holistic child. We strive for excellence in performance whilst recognising every child's achievements will be different. We pride ourselves on offering an interesting, engaging and diverse wider physical curriculum, providing children with opportunities to: develop their physical and mental wellbeing; develop positive attitudes towards P.E and school sport and also increase their commitment to leading more active lifestyles. We intend that our Physical curriculum will support each and every child in developing their physical, cognitive and mental wellbeing.

2. Our Aim

In our school, our aim is for all learners to fulfil their spiritual, mental and physical potential. We believe that every child should be able to achieve success in all areas – not just academic. By exposing children to a High-Quality Physical Curriculum, we can aid them in continuously developing key characteristics which will allow them to achieve success in different areas of their lives including: friendships, families and careers.

3. Our Vision

At St James' C of E Primary School, we intend all our children to develop:

- A passion for movement and physical activity
- Motivation to achieve and strive for further success
- Their ability to question and challenge in a respectful manner
- The ability to work inclusively and effectively with others
- Their decision making and ability to take calculated risks

We intend for children to become 'Great Learners'. In order for children to become Great Learners, they need to have opportunities to develop a range of skills and characteristics. Teachers at St James' are committed to ensuring that children are provided with opportunities to achieve their full potential and achieve success by taking into consideration the following characteristics and skills when planning and developing their/our pedagogy:

Great Learners will develop the following characteristics:	Great Learners will develop the following skills:
<ul style="list-style-type: none">• Motivator• Decision Maker• Creative• Respectful• Curious• Collaborative• Confident• Self-Aware• Problem Solver• Risk Taker	<ul style="list-style-type: none">• Active Listening• Observing• Analysing• Questioning• Thinking• Reflecting• Applying• Articulating• Suggesting• Adapting

4. Inclusion

In the planning and teaching P.E teachers will have due regard for the following principles:

- All children have access to the P.E curriculum including reception.
- Set suitable and age appropriate learning objectives through careful planning of physical activities.
- Respond to individual's diverse learning needs and abilities.

We are committed to running a range of intra school events and competitions to allow all of our children to experience and participate in competitive sport.

5. Curriculum

We intend our children to meet our expectations of learning:

Development Stage:	What we intend our children to learn:
<p>This is the first stage of maturity in the primary years. Movements are still being learnt and developed and children tend to play alongside a friend rather than with one. Basic rules and behaviours are being learnt and children show great enthusiasm to have a go as experience has not yet taught them the awareness of fear or danger. Limited awareness of space and others.</p> <p>Reception – Beginning of Y2</p>	<p>We intend children to learn:</p> <ul style="list-style-type: none"> • To move and be still under basic control so that movements are performed with accuracy and clarity • To repeat and co-ordinate simple movement combinations so that they link together • To use simple equipment with purpose and basic control • To find and use space well showing an awareness of others and basic safety • How to use simple tactical, compositional and exercising ideas with consistency • Explore and use a small range of basic tactical, compositional and exercising ideas with some prompting
<p>During the second stage of maturity, basic movements have been learnt and children start to develop these into more recognisable skills though control and fluency are still inconsistent. Children like to play with one or more friends and need to be noticed as individuals as they become more self-aware. They tend to enjoy physical activity but want more structure and rules as they begin to recognise some risks. They are also much more aware of space and others.</p> <p>Y2 – Beginning of Y4</p>	<p>We intend our children to learn:</p> <ul style="list-style-type: none"> • To move, stop and remain still with balance and clarity of movement and shape • To repeat simple combinations of skills and actions showing good coordination and some agility through changes in direction and speed • To use a range of skills that make use of equipment with basic consistency and accuracy • To be able to use their own and others' ideas for movements, tactics, compositing and exercising • To select the most appropriate approaches to the challenge set • Explore and apply a basic range of basic tactical, compositional and exercising ideas with basic understanding
<p>During the third stage of maturity children have more formed and clear movement. They begin to refine them so that they become more recognisable specific skills that are performed with greater control. They like to feel part of a group or team and get their recognition from being part of something bigger. Some children tend to lose some interest in physical activity as other activities start to take their interest, so they are more discerning about what they do and take part in. They understand and use rules and structures and begin to be more creative about how they tackle tasks and challenges. They also become more critical in their evaluations and can come up with their own solutions and approaches.</p> <p>Y4 – Beginning of Y7</p>	<p>We intend our children to learn:</p> <ul style="list-style-type: none"> • To move and be still with control, composure, good body shape, tension and more rapid changes in speed and effort • To combine skills and actions with some fluency and some agility • To use a greater range of specific skills / techniques using equipment with consistent control • To create and use tactics and compositional ideas that suit the situation with some success and speed of thought • To respond to changes in situations and new challenges and conditions with some rationale • To show some individuality in the generation of ideas, decisions and performances

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In the Reception Class (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week which includes continuous provision in EYFS.

Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of each week. In KS1 the curriculum builds on the fundamental movement skills of agility, balance and co-ordination taught in EYFS. Curriculum content includes units such as: target games; sending and receiving; striking and fielding and net and wall. Throughout KS2, pupils continue to apply and develop a range of skills and begin to apply them to game situations. They cover units that are more sport specific whilst still providing opportunity to further develop their fundamental movement skills.

6. Planning

- We are currently working from the 'Get Set 4 PE' scheme of work, using and adapting the plans to suit the needs and abilities of children in each class.
- PE is assessed on the Get Set 4 PE website. The assessment tool clearly outlines objectives for each year group. Teachers should refer to this when planning to ensure they are aware of age-related expectations. This tool also supports staff with differentiation, clearly outlining skills the children have learnt so far and what they're moving onto.
- There are plenty of opportunities for staff to observe lessons and share best practice to support one another with planning.

6.1 Curriculum Map

The curriculum is organised around the facilities and resources we have available and also to prepare children to participate in competitive festivals and events.

6.2 Swimming

It is the school policy that all children should be able to:

- Perform safe self-rescue in different water based situations
- 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

Children learn swimming in Year 4 with qualified swimming teachers. Where children are not allowed to take part in swimming a doctor's note must be provided. Guidelines recommend appropriate swimwear i.e. a one piece costume for girls and trunks (not shorts) for boys. As this is a curriculum requirement, spare swimming kit is kept in school to ensure children are able to participate at all opportunities.

6.3 Timetabling

PE is timetabled throughout the school to ensure that indoor or outdoor space is available as required.

7. Safeguarding

All adults working with children in school are to be checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs. The responsibility for this lies with the Safeguarding

leads, Lesley Jacques/Dan Theobalds. Induction procedures are carried out before any activities by the PE Coordinator. Children in Year 5 and 6 are not expected to change together, but will always be under supervision.

8. Out-of-School-hours Learning (OSHL)

Our extra-curricular programme complements and supplements the range of activities covered in curriculum time. The planned programme for 2021/21 reflects a breadth and balance across the NC areas of activity, including games and Gymnastics. We participate a range of inter-school fixtures, tournaments and festivals within the Blackburn and Darwen School Games Partnership. At the beginning of each term, we publish a documented timetable of clubs. The extra-curricular content aims to be varied – including competitive and non-competitive and team- and individual based clubs appropriate for all pupils.

We value the input of our children and work closely with our Sports and Extra-Curricular Pupil Voice group to engage with pupils. Wherever possible, we will offer clubs, sports and activities that the children have suggested.

9. PE Kit

Children not participating in the lesson will be given a task e.g. coaching, umpiring or a task to complete based on the lesson delivered and / or used to collate multimedia evidence.

On PE days, children are expected to arrive at school wearing their PE kit. They will stay in their kit throughout the day. This minimises the amount of lesson time lost getting changed into and out of PE kits in school.

Appropriate kit should be:

- Shorts/tracksuit bottoms
- Sports top/hoody
- A pair of running trainers which fasten with laces – no hi-tops/fashion trainers
- No crop tops or football shirts are to be worn

For indoor PE the children may on occasion be expected to participate in bare feet (Gymnastics/dance/movement).

9.1 Jewellery

All items of jewellery should be removed of all P.E lessons. Children who come to school with earrings in on PE days will be asked to remove them. If they are unable to do so, or they have only recently had them pierced, then they will complete an adapted version of the task in a safe space. Teachers must not remove earrings or take responsibility for the safe keeping of valuables. Hair should be tied back at all times, where a child comes without a bobble, they will be given one by a member of staff.

10. Health and Safety

10.1 Risk Assessments

- All areas of the PE curriculum are risk assessed annually and shared with all staff. If any training needs arise e.g. manual handling, this will be arranged by the PE Coordinator.

10.2 Resources

- An annual inspection of the gymnastic equipment is carried out by Crown Gymnasium Equipment Ltd.
- The site manager will inspect the outdoor area each morning for hazards.
- The teacher delivering an indoor session is responsible for ensuring apparatus is correctly erected and safe. Children should not move equipment without supervision.
- The teacher should ensure that there are no hazards in the hall during PE.
- Children must not be responsible for the P.E equipment cupboard and must not enter the cupboard unsupervised.

10.3 Classroom Management

- Children should be encouraged to work quietly to ensure total concentration and control during apparatus and physical activities.
- Stickers or dojos can be used to reward achievements during lessons.

10.4 Accident reporting

- Any accidents should be reported to the first aid co-ordinator in school and to the Head teacher and it must be recorded in the accident book.

11. PE Resources

- It is the responsibility of all members of staff to keep the PE cupboard tidy, putting back equipment where the labels are.
- Equipment must be put back into the cupboard at the first available opportunity.
- Gymnastics equipment must be returned to the areas indicated in the hall.
- The subject coordinator will audit PE resources each summer term.
- Teachers should let the PE Coordinator know of any equipment or resources needed to teach PE that is not already available.

12. Assessment

- Teacher's assessment through observation forms the basis of assessment for PE.
- Staff will use the PE assessment tool on the Get Set 4 PE website to ensure they're planning and delivering lessons which allow the children the opportunity to meet/exceed age related expectations.
- This assessment is against a set of clear objectives and outcomes linked with the national curriculum.
- The assessment tool will allow all teachers to clearly identify those children who are exceeding or not meeting the lesson objectives and outcomes identified in the units of work.
- The outcomes of these assessments will be passed onto the next teacher in order to inform and adapt planning accordingly. It will be monitored by the PE Coordinator in order to monitor standards and formulate any future actions.

13. Monitoring and Evaluation

- The PE Coordinator will monitor learning throughout the school year and review assessment.
- Observations will also take place of any extra-curricular providers.
- Regular monitoring and observations of PE lessons to be undertaken by the PE Coordinator throughout each academic year and used to inform CPD needs.

14. CPD

St James' C of E Primary School, is fully committed to keeping its staff fully aware of new developments in the National Curriculum and ensuring that lessons are safe and active and that the standards of teaching and learning is always good or better.

- Every three years, the staff will complete an audit detailing their competency and confidence in delivering the PE curriculum. The PE Coordinator in conjunction with the CPD planner will formulate a plan which is costed out and keep evaluative records to ensure value for money.
- As part of our SSP, the school is able to access CPD including NQTs. These opportunities will be highlighted to all staff and records kept of those attending and any impact as a consequence.

15. Review

The PE Policy will be reviewed by the PE subject leader every 3 years and presented to the SLT and Governing Body for approval.