

Robert Peel Primary School

PE Policy 2025



Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

PE Intention

1. School Vision

At Robert Peel Primary School, our vision is to develop resilient and independent learners, who aspire to be the best they can be. Our aim is for the children to be happy in all aspects of school life, be able to communicate effectively and show empathy and understanding to others.

We will achieve this through the teaching of a rich and diverse curriculum, focusing on their immediate locality and the wider world, with an emphasis on deep and sustained learning. The learning will focus on building up the children's knowledge and skills over time and engaging them in real-life experiences. Children will have the opportunity to lead their own learning, question their understanding, develop their vocabulary and gain fluency through practise and rehearsing key skills. Our intent is that children gain a passion for learning and take the skills, knowledge and learning behaviours they have gained at Robert Peel into their next phase of education and adult life as a member of a global community.

2. PE Vision

PE at Robert Peel encompasses all the learning behaviours we wish to instil in our children as a school. Competitive sport has become a vehicle for developing and displaying learning behaviours. Half termly intra-school house competitions allow children to become resilient through losses while developing the aspirations to win and empathy for others. Communication skills are consistently encouraged as children become confident communicators and fantastic team members as well as having the opportunity to demonstrate empathy for team members and opponents.

At Robert Peel, PE is fully inclusive of all abilities and learning needs. We aim for all children to develop their knowledge and skills within the subject. We aim to increase their fluency and depth of learning through physical literacy, understanding of their body's capabilities, fitness levels and movement and co-ordination skills. PE lessons are designed to be highly active throughout their duration and encourage children to challenge their own abilities. We believe that through PE, sports clubs and regular competition that we are developing healthy, happy, active children with high levels of confidence and self-esteem.

3. PE Implementation

Curriculum Design & Coverage

We recognise the importance of PE through the school as a whole, and aim for all children to receive two hours of high quality PE on a weekly basis. Across the school, we aim for teachers to teach at least one of the hour sessions to children. Teachers teach with a range of styles, largely following the Rising Stars - Champions program although there is room for teachers to prepare and ready children for inter and intra school competitions ahead of the event. Teachers should ensure that all PE is delivered in a safe and controlled environment that encourages safe use of resources, while using appropriate resources for the activity. Teachers should make use of partner talk and peer and self-evaluation throughout the lessons to develop communication skills and allow children time to think and evaluate. Children should learn how to participate in a range of sports and attain the skills necessary to be successful.

	Aut 1	Aut2	Spr 1	Spr 2	Sum 1	Sum 2
Nursery and Reception	Weekly PE sessions that cover the understanding, physical development and foundational skills of their own bodies which is achieved through travelling, balance, ball skills, dancing, sequences of movement and use of apparatus. Where possible learning is linked to their topic. There is consistent development of fine motor skills					

	through everyday activities such as busy fingers. Children have access to outdoor areas which is resourced to enable physical development and learning. Key focus on fundamental movements such as agility, balance and coordination.					
Year 1	Sports: Multi Skills Fitness: Boot camp	Sports: Story time dance Fitness: Mighty Movers	Sports: Groovy Gymnastics Fitness: Skip to the Beat	Sports: Brilliant Ball Skills Fitness: Gymfit Circuits	Sports: Throwing and catching Fitness: Cool Core	Outside - Swimming Outside - Swimming
Year 2	Inside - Bootcamp Outside – Mighty movers	Inside- Groovy Gym Outside – Ball skills	Inside – Cool Core Outside – Throwing and catching	Inside – Ugly Bug Ball Dance Outside – Skip to the beat	Inside – Fitness frenzy Outside – Athletics	Outside - Swimming Outside - Swimming
Year 3	Groovy Gymnastics Skip to the beat	Dance (African Dance) Mighty Movers	Multi-skills Boot camp	Throwing and catching (Relation to cricket) Cool core	Brilliant ball skills Gymfit circuits	Outside - Swimming Outside – Swimming
Year 4	Invaders (football) / Fitness Boot camp	Dynamic Dance (Line dancing) Gymfit circuits)	Gym sequences/Cool Core Pilates	Striking and fielding (cricket) /Boxercise	Nimble nets (tennis) /Young Olympians (athletics)	Outside - Swimming Outside – Swimming Outside – Outdoor and adventurous activity
Year 5	Bootcamp and Dynamic Dance (Bollywood dance)	Gymnastics Invaders (netball)	Step to the Beat Mighty Movers	Striking and Fielding (cricket) Gymfit (circuits)	Young Olympians (athletics) and Nimble Nets (Tennis)	Outside - Swimming Outside – Swimming
Year 6	Invaders (tag rugby) Mighty Movers	Dynamic Dance (street dance) Mighty Movers Boot Camp	Nimble nets (Badminton) Fitness Frenzy	Striking and Fielding (rounders) Cool Core	Young Olympians GymFit Circuits	Outside - Swimming Outside – Swimming

Note: Where tournaments are organised, teachers have the flexibility to tailor teaching to the tournament that will take place in the 2 – 3 prior lessons from fitness unit.

Teaching & Learning of PE

Early Years Foundation Stage

Nursery – 3 and 4 Year Olds

- Continue to develop their movement, balancing, riding and ball skills
- Go up steps and climb apparatus using alternate feet
- Skip, hop, stand on one leg and hold a pose for a game
- Start taking part in some group activities which they make up for themselves or in teams
- Match their developing physical skills to task and activities in class
- Use and remember sequences and patterns of movements which are related to music and rhythm

Reception

- Develop their overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sports and swimming
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor

- Combine different movements with ease and fluency
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group
- Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming
- Develop confidence, precision and accuracy when engaging in activities that involve a ball
- Progress towards a more fluent style of moving, with developing control and grace

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Key Stage One

Pupils should 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. Pupils should be 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.

Key Stage Two

Pupils should 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.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be 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.

School Vision Promoted through PE

PE provides a unique opportunity to develop resilience in a different environment and setting to the classroom. It provides a space where children can to put their independence into practise as well as work within a team environment, demonstrating both communication skills and empathy.

Curriculum Connections in PE

Children consider how movements in PE make them feel, being aware of changes such as heart rate and feeling out of breath. Children can make cross curricular links to science where they will have learned about and named their muscles allowing them to consider which muscles are used within certain movements.

Children need to use their spoken language skills consistently to communicate effectively with a range of different children and a range of different group sizes. They need to be able to organise within a group when creating performances, support and encourage team members in a variety of team games and empathise with how others feel. Children additionally learn how to communicate as a leader as well as listening to a leader by taking on different roles in sessions.

Enrichment Experiences in PE

Children are exposed to a wide range of enrichment experiences for PE including:

- Termly house competitions – Football, Tag Rugby, Cross Country, Netball/Benchball skills, Cricket, Sports day.
- Development events through East Beds SSP aimed at including all abilities.
- County qualifier events through East Beds SSP aimed at providing competitive opportunities for children to showcase their skills.
- County finals through East Beds SSP.
- SEND specific sports events in conjunction with local schools.
- Sports clubs which are provided freely and available to all children.

PE Language Development

In PE children will be exposed to a range of language starting from action words in Early years and KS1 (e.g. run, stop, jog, jump). As children progress through the school they will begin to develop their knowledge of sports specific language (e.g. dribble, tackle, strike). Further to this, children will learn technical language related to gymnastics movement (e.g. round off, symmetrical balance, assisted balance).

Community, Cultural & Global Learning through PE

Children learn about traditional dance moves from different cultures. E.g. African Dance. Children get the opportunity to watch dancers from those cultures, practise traditional moves and sequences and be inspired to add them into their own performances based off music originating from different parts of the world.

Children learn about all branches of PE being global with assemblies on events such as the Olympics and World Cup, demonstrating how people all over the world come together to show their skills in sports and performances.

4. Impact

Monitoring Impact of Curriculum Design and Teaching & Learning

Role of Subject Leader & Monitoring

The PE Subject Leader's responsibilities are as follows:

- Ensuring continuity and progression from year group to year through learning walk observations.
- Check the progression of skills across year groups.
- Ensure Curriculum Intents have been implemented effectively.
- Interviewing children about their PE experiences in 'pupil talk' sessions.
- Ensuring own knowledge is up to date through Central Beds Council CPD sessions and our partnerships with East Beds School Sports Partnership.
- Being available to advise teachers on teaching of PE.
- Keeping stock of the resources and advising on the needed resources.
- Organising all sports house competitions.
- Organising teams and arrangements to participate in East Beds Sports Competitions.
- Liaising with other schools to arrange sporting experiences.

5. Resources in PE

Amongst general resources, there are adequate resources for:

- Football (6 goals)
- hockey
- tag rugby
- gymnastics
- tennis
- cricket
- rounders
- tri golf
- lacrosse

- netball/basketball (3 hoops/ 2 courts)
- athletics – indoors and outdoors
- dance
- fitness
- swimming, including floats and tummy bands

6. Health & Safety in PE

Hazard/Risk	Who is at Risk?	How can the hazards cause harm?	Normal Control Measures	Are Normal Control Measures	
				In Place	Adequate
<u>Generic PE</u>					
Condition of Playing area/surface	Children	Slips, Trips, Falls	<ul style="list-style-type: none"> • Inspection of the floor surface to ensure it is safe for the session to take place • Access to Qualified First Aider, First Aid Kit and Telephone • Removal of any items and safe distance from around the sides of the delivery area e.g. benches 	Y	Y
Weather conditions	Children	Dehydration, heatstroke, sunburn Hypothermia, pneumonia	<ul style="list-style-type: none"> • Regular Breaks and Access to Drinking Water • Appropriate clothing, footwear and protection against prevailing conditions • Contingency plans for adverse weather 	Y	Y
Strains and Injuries during and after play	Children	Injury	<ul style="list-style-type: none"> • Adequate Warm Up and Cool Down • Participants Wearing Suitable Clothing and Footwear • Access to Qualified First Aider, First Aid Kit and Telephone/Walkie Talkie 	Y	Y
Jewellery	Children	Injury	<ul style="list-style-type: none"> • Jewellery must be removed or taped up before contact sport • Tape must be provided from home. School staff are not to apply or remove tape. 	Y	Y

Incorrect play	Children	Injury	<ul style="list-style-type: none"> Rules of the sport and correct use of sport specific equipment will always be explained before any match play occurs (e.g. children understand tag rugby is a non-contact sport) 	Y	Y
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7. Assessment, Recording & Reporting of PE

Teachers regularly observe children in PE lessons and make running assessments on what they observe. Teachers report their feedback in the moment and during the lessons, this is most commonly through verbal feedback. Teachers explain next steps, challenges and areas for improvement during sessions so all children can succeed and develop. Teachers compare observations on children's starting point and finishing point in each individual unit of work to monitor progress. Teachers report on this in reports annually, giving children an assessment on effort and ability to be shared with parents as well as giving an overall assessment on Sonar.

8. Provision in PE

PE activities and competition experiences are offered to both boys and girls who have equal opportunities made available to them. Sports clubs are offered to all children, regardless of gender, ethnicity, ability, SEND needs. Lessons intend to give children the chance to develop skills, abilities and techniques, whatever their starting ability. Children are given the same tasks to complete during sessions, which are then differentiated as a need arises activity, this could be through level of support, make playing areas bigger or smaller or changing available resources. Equally, more able children are challenged through extended or more demanding tasks. All children throughout KS1 and KS2 get to compete in house competitions and when competing against other schools, selections are made by class teachers and the PE Subject Leader based on ability (not relevant for development events), club attendance, attitude towards PE lessons and in school behaviour.

In cases where a child's disability may limit their ability to take part in physical activity, the necessary arrangements will be made through consultation with medical staff and parents/guardians.

All children are expected to take part in PE sessions unless a parent has made a request for the child not to participate for medical or health reasons via a phone call to the office or a signed note to the teacher.