




Temple Sowerby CE Primary School

**Physical Education
(PE) Policy
2024/2026**

Approved by	
Name:	Mr K Laithwaite - Headteacher
Signed:	
Date:	September 2024
Review date:	September 2026

Living for learning; learning for life.

Our Vision

At Temple Sowerby CE Primary School, our vision for the school community is rooted in a deep respect for our human, social, and cultural values, expressed in a caring Christian ethos. We aim to provide high academic standards and a wide range of experiences and opportunities. In doing so, we encourage all children to flourish by giving them the skills they need to become good citizens and to discover life in all its fullness (John 10:10).

Aims and Purpose

At Temple Sowerby CofE Primary School, Physical Education (PE) is a vital part of a broad and balanced curriculum. Our PE provision aims to inspire all pupils to enjoy being active, develop physical competence and confidence, and understand the importance of a healthy, active lifestyle.

Through high-quality PE, pupils develop fundamental movement skills, teamwork, resilience and a sense of fair play, supporting both physical wellbeing and personal development.

Objectives

Our PE curriculum aims to ensure that all pupils:

- Develop positive attitudes towards physical activity and sport
- Build physical competence, confidence and control
- Participate in cooperative and competitive activities with fairness and respect
- Understand and apply rules and safe practices
- Strive to achieve their personal best
- Develop social skills including teamwork, communication and leadership
- Experience a broad, age-appropriate range of activities
- Access inclusive provision that meets diverse needs and abilities
- Are encouraged to develop lifelong participation in physical activity

Teaching and Learning

PE is delivered through a range of teaching approaches including whole-class teaching, group work and individual challenges. Lessons provide opportunities for:

- Skill development and application
- Collaboration and competition

- Observation, feedback and reflection
- Self and peer assessment

Teachers and coaches model high expectations, highlight good practice and support pupils to evaluate and improve their performance.

Curriculum Planning

Early Years Foundation Stage

Physical development is integral to learning in Pre-School and Reception. Provision aligns with the EYFS statutory framework and Development Matters, promoting:

- Confidence and control in movement
 - Development of gross and fine motor skills
 - Safe use of equipment
 - Physical challenge through indoor and outdoor play
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Key Stage 1

Pupils develop fundamental movement skills and begin to apply these in a range of activities. They participate in cooperative and competitive activities and develop agility, balance and coordination.

Pupils are taught to:

- Master basic movements such as running, jumping, throwing and catching
 - Participate in team games using simple tactics
 - Perform dances using simple movement patterns
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Key Stage 2

Pupils build on prior learning to apply and link skills in increasingly complex activities. They learn how to evaluate performance and understand how to improve.

Pupils are taught to:

- Use running, jumping, throwing and catching in isolation and combination
- Play competitive games, modified where appropriate (e.g. football, netball, rounders, cricket, badminton, tennis, tag rugby)
- Develop strength, flexibility, balance and control through gymnastics and athletics

- Perform dances using a range of movement patterns
 - Take part in outdoor and adventurous activities
 - Compare performances and demonstrate improvement
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Swimming and Water Safety

All pupils participate in swimming lessons in Key Stage 1 and 2. Provision ensures pupils are taught to:

- Swim competently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in water

Pupils attend two intensive swimming blocks each academic year. Participation is compulsory.

Inclusion and Differentiation

All PE lessons are planned to meet the needs of all pupils. Staff:

- Set appropriate learning challenges
- Respond to diverse needs
- Remove barriers to participation

Reasonable adjustments, adapted activities or specialist equipment are used where required, in line with the SEN Code of Practice. Pupils with SEND or medical needs are fully included and supported.

Equal Opportunities

All pupils have equal access to the PE curriculum regardless of gender, race, religion, culture or ability. Provision promotes inclusion, participation and achievement for all.

Time Allocation

- KS1: Minimum of 2 hours PE per week
- KS2: Minimum of 2 hours PE per week

All pupils also engage in daily physical activity through use of the running track, supporting the school's commitment to 30 minutes of activity each day.

Assessment

Assessment in PE is ongoing and informs future planning. Teachers:

- Observe and assess pupil progress and attainment
- Record outcomes using the Participation and Achievement Tracker (PAT)
- Provide verbal feedback during lessons
- Encourage self and peer assessment

Extra-Curricular Provision and Competition

The school offers a range of after-school sports clubs and encourages pupils to participate in physical activity beyond the curriculum. Pupils regularly represent the school in competitions and festivals organised through the Eden Valley Alliance (EVA).

Health and Safety

All PE activities are delivered in line with school health and safety procedures. Pupils are taught safe routines and must wear appropriate clothing and footwear. Jewellery is removed and long hair tied back. Accidents are recorded in line with school procedures.

Risk assessments are carried out regularly on equipment, facilities and off-site provision.

Resources

PE equipment is stored safely in designated areas. Any damaged or unsafe equipment must be reported immediately for repair or replacement.

Co-ordinator for Physical Education

The co-ordinator of P.E. is Miss J. Winter. It is considered her role to monitor the quality of resources available and, with the Head teacher, to monitor and evaluate the quality and effectiveness of teaching throughout the school.

Monitoring and Review

This policy is a working document and as such will be reviewed on a regular basis. Children, parents, staff and governors will be consulted to evaluate and review the effectiveness of this policy.

