



Co-headteachers: Kerrie L Clowes MA BA (Hons) PGCE NPQH/ Emma E Doyle BA (Hons) PGCE NPQH  
Deputy head: Sarah L Booker BA (Hons) QTS  
Assistant head: Joel M Edwards MA BA(Hons) QTS

Scrooby Road, Harworth, Doncaster, South Yorkshire, DN11 8JT

Tel: 01302 742477

Email: [office@harworth.snmat.org.uk](mailto:office@harworth.snmat.org.uk)

# **Physical Education Policy**

**October 2025**

*Review date: October 2027*

Our school curriculum for Physical Education is rooted in our vision to ‘gain a heart of wisdom’ every day. Through PE, we nurture wisdom by helping children understand the importance of physical health, teamwork, resilience, and respect—skills that extend beyond the sports field into lifelong learning.

We Amaze by inspiring curiosity and joy in movement, encouraging pupils to explore new activities with confidence and kindness to themselves and others.

We Achieve by supporting every child to develop fundamental skills and reach their personal best in a safe, inclusive environment that celebrates effort as much as success.

We Aspire by fostering ambition and perseverance, enabling pupils to set goals and take flight on their individual journey of endless possibilities.

In PE, gaining a heart of wisdom means learning to make healthy choices, valuing collaboration, and embracing challenges with courage and compassion—preparing children not only for sport but for life.

## **1. Aims and objectives**

1.1 Physical Education develops the pupils’ knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in pupils of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives.



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## 1.2 The aims of PE are:

- to enable pupils to develop and explore physical skills with increasing control and co-ordination;
- to encourage pupils to work and play with others in a range of group situations;
- to develop the way pupils perform skills and apply rules and conventions for different activities;
- to increase pupils' ability to use what they have learnt to improve the quality and control of their performance;
- to teach pupils to recognise and describe how their bodies feel during exercise;
- to develop the pupils' enjoyment of physical activity through creativity and imagination;
- to develop an understanding in pupils of how to succeed in a range of physical activities and how to evaluate their own success.

## 2. Teaching and learning style

2.1 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the pupils' knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other pupils and we encourage the pupils to evaluate their own work as well as the work of other pupils. Within lessons we give the pupils the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2 In all classes there are pupils of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:



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- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all pupils complete all tasks, e.g. the high jump;
- grouping pupils by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

### 3. PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses REAL P.E. throughout the school which follows the aims set out in the National Curriculum. The scheme allows us access to an assessment portal and gives a curriculum map which shows progression throughout the school. As required in Key Stage 1, we teach dance, games and gymnastics. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus three other activities: swimming and water safety, athletics and outdoor activities.

3.2 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage.

3.3 Our medium-term plans, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

3.4 We plan the PE activities so that they build upon the prior learning of the pupils. While there are opportunities for pupils of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the pupils are increasingly challenged as they move up through the school.

### 4. The Foundation Stage



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4.1 At all times we ensure that the pupil's early years provision complies with the learning and development requirements, and the welfare requirements with the regard to the statutory guidance set out in the Statutory Framework for the early years Foundation Stage.

## 5. Contribution of PE to teaching in other curriculum areas

### 5.1 Literacy

PE contributes to the teaching of Literacy in our school by encouraging pupils to describe what they have done and to discuss how they might improve their performance.

### 5.2 Computing

We use computing skills to support PE teaching when appropriate. In dance and gymnastics pupils make video recordings of their performance and use them to develop their movements and actions. Older pupils compare each other's performance from recordings and use these to improve the quality of their work. We are now able to show the pupils all of the skills they are working on by projecting this through the online platform used for P.E. called Jasmine.

### 5.3 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Pupils learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

### 5.4 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Groupings allow pupils to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other pupils' levels of ability and encourages them to co-operate across a range of activities and experiences. Pupils learn to respect and work



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with each other and develop a better understanding of themselves and of each other.

## 6. P.E. and Inclusion

6.1 At Harworth Church of England Academy, we teach P.E. to all pupils, whatever their ability and individual needs. P.E. forms part of the school curriculum policy to provide a broad and balanced education for all our pupils. Through P.E. teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special education needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language. We take all reasonable steps to achieve this.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the pupil's needs.

6.3 Intervention through a Support Plan (SP) for pupils with special educational needs. The SP may include, as appropriate, specific targets relating to PE or any physical activity e.g. fun fit.

6.4 We enable pupils to have access to the full range of activities involved in learning PE. Where pupils are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## 7. Assessment and recording

7.1 Teachers assess pupil's work in PE by making assessments as they observe them working during lessons. These observations also enable the teacher to make an annual assessment of progress for each pupil, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.





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7.2 The PE subject leader makes observations on all staff throughout the year as well as talking to pupils to gain feedback and information about their learning and understanding of the lessons they have had.

The PE subject leader keeps photographic and video evidence of pupil's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

## 8. Resources

8.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to adults only. The hall contains a range of large apparatus, and we expect the pupils to help set up and put away this equipment as part of their work. By doing so, the pupils learn to handle equipment safely. The pupils use the school playground and the local authority playing field for games and athletics activities and the local swimming pool for swimming lessons.

## 9. Health and safety

9.1 The general teaching requirement for health and safety applies in this subject. We encourage the pupils to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery including watches and sporting watches are to be worn and hair that can be tied back should be.

## 10. Monitoring and review

10.1 The monitoring of the standards of pupil's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the Head Teacher a regular summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has specially-allocated, regular management time in



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order to review evidence of the pupil's work and undertake lesson observations of PE teaching across the school.

## 11. Extra-curricular activities

11.1 The school provides a range of PE-related activities including football and dance for pupils at the end of the school day. These encourage pupils to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and participates in area competitions. This introduces a competitive element to team games and allows the pupils to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our pupils.

## 12. Sports Premium Funding

12.1 The Sports Premium Funding is approximately £18,000 funded to all schools (amounts vary) to keep the legacy of the London 2012 Olympics and ensure our pupils are physically active, healthy and fit for life.

12.2 Here at Harworth Church of England Academy the subject lead, in consultation with the head, has the responsibility of how that funding is used to promote a healthy and active lifestyle.

12.3 More details of the plan for how the funding is spent can be found on the Sport/P.E page of the school website and is published and reviewed yearly.

## 13. Other information

13.1 At Harworth Church of England Academy we expect our pupils to:

- Wear the correct P.E. kit as outlined in the Uniform policy – if a P.E kit is forgotten or not in school a spare kit will be provided and kept in school.
- Remove earrings where possible or provide plasters to cover the earrings – if plasters have not been provided teachers are responsible for contacting the child's guardian to seek permission to give the child plasters to enable the child to participate in P.E.



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13.2 If a child cannot participate in a P.E. due to medical or other reasons specified from a guardian the child is to observe the lesson, answer questions or take on a simple role from the side lines e.g. referee.

13.3 Pupils come to school in their P.E kit on the set P.E. day.

This policy will be reviewed every two years.

Signed: .....

Date: .....