



# Stocks Lane Physical Education Policy 2025

Reviewed May 2025  
Renewal date May 2027

# Stocks Lane Primary School

## PE Policy

A high-quality Physical Education (PE) curriculum can inspire all pupils to succeed and excel, not only in competitive sport and other physically demanding activities but in everyday life. At Stocks Lane, we strive to deliver quality PE and sports games with the aim to develop each child in terms of their physical ability, enjoyment of sport and competitiveness.

### 1. Aims and vision

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.
- To promote competitive sport within a challenging yet safe environment
- To allow children to have the opportunity to try a wide range of sports

### 2. Teaching and Learning

- Every class is timetabled to carry out PE twice each week.
- Every class is timetabled to complete the daily mile at different points of the day.
- The children in Year 5 attend Sedbergh Swimming Pool for one of their PE sessions where the lesson is taught by a qualified swimming teacher.
- Our whole-school overview for physical education follows the National Curriculum and ensures that progress is made year upon year to modified games in Year 6.
- Lessons are planned using the Key objectives set out in the National Curriculum and the children are exposed to a range of different sports.
- Lessons taught by our company using a skill-based approach using objectives from the National Curriculum.
- All lessons are delivered by a qualified sports coach.
- We use Sports Premium funding to employ a Sports Coach two days per week. Their role is to deliver games lessons and CPD across school.
- After school sessions are run each week to give children additional sporting opportunities, for example, multi-skills club. These are all booked electronically and the staff member delivering the after-school club completes an attendance register.

### 3. PE Curriculum Planning

### 4. Early Years Foundation Stage

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Physical development within the EYFS framework is one of three prime areas for learning. The two related early learning goals are:

- Moving and handling - Children can confidently hop and skip in time to music.
- Health and self-care - Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces. Children access a range of daily activities to develop their fine and gross motor skills and have unlimited access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

#### **5. Key Stage 1 & 2**

- The school follows the PE National Curriculum guidelines.
- Our long-term plan ensures progression through all year groups but also through the activity itself.
- Units and lessons are planned to promote a greater depth of understanding by teaching the basic skills required and building on this by applying these skills to a competitive game and finally being able to reflect on their performance both individually and as part of a team.
- A culture of team work is fostered through all of our games sessions and children are encouraged to support each other.
- Swimming lessons take place weekly for Year 5.
- Every class has skill specific lesson linked to three words which the children then progress throughout school e.g. invade, create, inspire.

#### **6. Contribution of PE to teaching in other curriculum areas**

- **English:** writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.
- **Mathematics:** measurement, shape and space, sequences, number, angles, position and movement, rotation and time.
- **Computing:** Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique
- **SMSC:** PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the

abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves. Links include following rules, living healthily, co-operating with others and understanding fairness and equality.

- **PSHE:** healthy lifestyle, benefits of exercise, team work, achieving goals/dreams.

## **7. Inclusion**

- Where possible, Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- No pupils will be excluded from any physical education programme unless advised by a parent or medical professional.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children may undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross and fine motor skills, the integrity of activities will be maintained and expectations will consider the individual needs of the pupils.
- All children will be given the opportunity to participate in competitive events.

## **8. Assessment**

Assessments are carried out and recorded by either the class teacher or the sports coach during lessons. These are available for the subject leader to monitor and copies are collected and filed. Initial assessments in PE are delivered verbally whilst teaching the lesson itself.

Other assessment can involve:

- Observations and discussion with children.
- A photographic/video record is sometimes used to document some of their work.
- Physical development levels and progress are recorded by the EYFS teachers for each child.
- Documents assessing how the skills are being met for each sport.

## **9. The role of the subject leader**

The Subject Leader is responsible for improving the standards of teaching and learning in PE through:

- Monitoring and evaluating the quality of teaching and learning in PE.
- Provision of PE across the school.
- The quality of the learning environment.
- Taking the lead in policy development.
- Supporting colleagues in their CPD.
- Purchasing and organising resources.
- Keeping up to date with recent PE developments.
- Monitoring and assessment of PE across the whole school.

## **10. Health and Safety**

All staff are responsible for the safety of their children:

- First aid equipment is available, and first aid staff are available for assistance in the event of

an accident.

- Teachers make sure that all children with medical needs are supported and planned for PE sessions as their care plan dictates and inhalers are available in school.
- Regular checks are made on all equipment and risks assessed before lesson begins.
- Staff to reporting any concerns over equipment to the subject leader immediately and if these items are considered a danger they will be removed.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (E.g. not lifting hockey stick above the waist, not jumping or running in front of others, etc.)
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing and footwear.
- Pupils to wear PE kits and appropriate footwear for all PE sessions.
- Long hair to be tied back and jewellery removed.

## **11. Safeguarding**

All staff have a responsibility to keep children safe and report signs of physical abuse if seen during or before/after a PE lesson. A form of abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

Examples which **may** indicate physical abuse (it is not designed to be used as a checklist)

- Patterns of bruising
- Inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks
- Black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Fear of changing for PE
- Fear of medical help
- Fear of parents being contacted
- Unaccountable covering of limbs, even in hot weather
- Violence or aggression towards others.

**Signed Chair of Governors:**

**Signed Headteacher:**

**Date:**