



Roundhay St John's CE Primary School

P.E. Policy

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Headteacher: L Briggs
Chair of LAC: J Thompson



Roundhay St John's Church of England Primary School

Physical Education – Vision Statement

Inspired by Jesus' promise of life in all its fullness, Roundhay St John's Church of England Primary School strives to provide the highest quality education within a Christian context.

Our Christian values guide our decision-making and are reflected in every aspect of school life, including Physical Education. Through PE, we aim to promote not only physical health and well-being but also teamwork, respect, resilience, and a sense of fair play.

We are an inclusive school that respects the beliefs of all. In PE, we create opportunities for every child to participate, succeed, and develop confidence, regardless of ability or background.

We aim to provide a broad and engaging curriculum that encourages children to enjoy being active, develop lifelong healthy habits, and experience the joy of movement and sport.

Through this, we aspire to enable every child to flourish and for each person to feel valued.

Introduction

Roundhay St John's Church of England Primary School is committed to safeguarding and promoting the wellbeing of all pupils and young people. We expect all staff and volunteers to share this commitment and to uphold the highest standards of care and responsibility.

This policy has been developed with full regard to our church school ethos and aims, ensuring that our Christian values underpin all aspects of school life, including the safety, development, and wellbeing of every child.

Rationale and Ethos

A high-quality Physical Education (PE) curriculum is an integral part of the educational process and plays a vital role in the holistic development of every pupil. PE, alongside sport and physical activity, contributes to whole-school improvement by positively impacting attendance, behaviour, and pupil attainment.

At Roundhay St John's Church of England Primary School, we believe that PE, delivered within a safe and supportive environment, is essential in promoting pupils' physical health as well as their emotional wellbeing. Our PE curriculum provides opportunities for all pupils to develop physical confidence in ways that support their health, fitness, and overall development.

We offer a balanced programme of individual, team, cooperative, and competitive activities to meet the diverse needs and abilities of all pupils. Our chosen scheme of work, *The PE Hub*, is built upon progressive learning objectives which, alongside varied and flexible teaching approaches, aim to deliver engaging, challenging, and enjoyable learning experiences for every child.

Through this curriculum, pupils develop an understanding of the wide-ranging benefits of regular exercise. Opportunities to participate in competitive sport and other physical activities help to build character and embed key values such as fairness, respect, and resilience.

Aims

The National Curriculum for Physical Education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

At Roundhay St John's Church of England Primary School, we support these aims by providing a broad, inclusive, and engaging PE curriculum that enables all pupils to develop confidence, resilience, and a lifelong enjoyment of physical activity.

At Roundhay St John's Church of England Primary School, we provide learning opportunities that:

- enable pupils to acquire and develop skills, performing with increasing physical competence and confidence across a range of activities and contexts;
- provide stimulating and challenging experiences that promote physical development, including cardiovascular health, flexibility, muscular strength, and endurance;
- enable pupils to understand the importance of Physical Education in maintaining a healthy lifestyle and to make informed choices about the value of exercise;
- develop positive attitudes towards participation in physical activity;
- provide a safe environment for physical activity and promote an understanding of the importance of safety;
- give pupils opportunities to understand and apply the principles of fair play, demonstrating good sporting behaviour;

- promote equality of opportunity for all and value the contributions of others, regardless of gender, ability, or social and cultural background;
- develop links between Physical Education and other areas of the curriculum;
- encourage pupils to solve problems, think creatively, and explore alternative solutions to physical challenges, both independently and collaboratively;
- set personal targets, enabling pupils to compete against themselves and others, individually and as part of a team;
- foster perseverance and resilience;
- provide opportunities for pupils to take initiative, lead activities, and focus on improving their own performance;
- enable pupils to discover their individual strengths and preferences across a range of activities;
- provide a strong foundation for lifelong participation in physical activity and sport.

Outcomes

Intended outcomes that we deem to be desirable from the PE programme include:

Skill acquisition	Skill application	Movement appreciation
Knowledge	Understanding	Enjoyment
Awareness of safety	Competition	Health/fitness principle
Leadership	Creativity	Honesty
Self-control	Problem solving	Responsibility
Tolerance	Respect	Communication skills
Self esteem	Challenges	
Sense of achievement/well-being	An understanding of rules & how to officiate	

PE and Sport Premium Funding

PE and Sport Premium Funding is used to enhance the quality of Physical Education and to improve the range of sporting opportunities available to pupils. This funding enables the school to build upon existing provision while introducing new and additional opportunities for participation and development.

Our intention is to ensure that the improvements made have a sustainable impact, benefiting both current pupils and those in future years.

Further details, including the latest report on the impact of the PE and Sport Premium Funding, can be found on the school's website.

Entitlement and Progression

In Nursery and Reception, physical development is one of the prime areas of learning within the Early Years **Foundation Stage** Framework. Nursery children are provided with opportunities for the development of motor skills throughout the day. In particular gross motor skills are continually facilitated in the outdoor area and timetabled opportunities for the use of a larger indoor hall space are employed to further explore movement to music. In Reception, PE is taught once per week in a 1 hour dedicated session. All of the children from Reception to Year 6 come to school dressed in their PE kit on their scheduled PE days. Across the EYFS provision, pupils are provided with many other varied opportunities throughout the school day to develop their gross motor and moving and handling skills. Teaching and learning is often achieved through play and the exploration of the space around them.

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

Pupils in Key Stage 1 receive 2 x 1 hour of PE teaching per week.

In **Key Stage 2** pupils should continue to implement 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, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders, 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

Pupils in Key Stage 2 receive 2 x 1 hour of PE teaching per week.

Swimming and Water Safety

Pupils at Roundhay St John's have access to swimming instruction in key stage 2, currently this in Year 5.

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 such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

The school's PE Long Term Plan (LTP) sets out the intended teaching sequence for progression of skills across the school, this is linked to the PE Hub scheme of lessons. The PE Subject Leader is responsible for updating the LTP.

Inclusion

All pupils will be given equal access to PE. Lessons are planned to include more stretching work for pupils whose ability is significantly above the expected standard as well as those who come from lower starting points and need more structured support. We remain vigilant about removing barriers to success; particularly for pupils who come from disadvantaged backgrounds or have special educational needs or disabilities.

Safe Practice

In all areas of P.E. safety guidelines should be strictly adhered to in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines 'Safe Practice in PE and School Sport' guidance provided by Association for Physical Education. A copy of which is kept by the PE Subject Leader.

The school has extensive arrangements in place to ensure the health and safety of everybody and all staff must have due regards to the school's health and safety policy. All educational visits are undertaken in accordance with the school's Educational Visits Policy and the Educational Visits Coordinator is Mrs Dhiman, School Business Manager.

A risk assessment programme is coordinated by the school business manager for all aspects of school life. Risk assessments are in place for the teaching of PE. Please ensure you

have read and signed the risk assessment for these activities before undertaking the activity with pupils.

There is a safeguarding protocol in place for inviting visitors into school and this must be adhered to when inviting visitors into school for the purposes of curriculum delivery or enrichment.

Resources

All resources are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the pupils in order to enhance learning. Resources are kept in the store cupboard in the hall and in the outdoor P.E store in the Key Stage 1 playground. A list of resources and where they are kept is on the back of each cupboard door. Resources should be sanitised where appropriate, returned in good condition and put back in the correct space. It is every user's responsibility to keep the cupboard tidy, orderly and safe.

Pupils should be encouraged to:

- Look after resources
- Use different resources to promote learning
- Return all resources tidily and to the correct place (staff should oversee)
- Be told of any safety procedures relating to the carrying or handling of resource
- Staff should teach pupils how to carry, move and lift equipment safely.

PE Kit

In the interest of health and safety appropriate kit should be worn for PE activities.

Indoor Clothing

White T-shirt and black/navy shorts/track suit bottoms/leggings.
Bare feet, unless on medical grounds.

Outdoor Clothing

White T-shirt and black/navy shorts/track suit bottoms/leggings. Black or red jumper, hoodie or sweatshirt. No logos.
Trainers should be worn.

All jewellery, including earrings for pierced ears, should be removed before the lesson. If earrings cannot be removed due to the six week rule after the ears initially being pierced, plasters/tape must be used to cover the earrings.

Long hair should be tied back.

To maximise teaching and learning time, all children come to school wearing their PE kits on their scheduled PE day/s.

Staff Dress

It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. If possible, jewellery should be removed to set a good example.

Leadership and Management Roles

The Sport and PE Premium report is shared annually with governors in a LAC meeting and the funding/expenditure of PE/sports is detailed on this report on the school website. The

report regularly scrutinises current and projected expenditure and demonstrates the impact the grant has made to our pupils.

The Head teacher will actively support and encourage staff by praising good practice and supporting staff development and resources, including extra-curricular activities. He will:

- Regularly share current and projected expenditure with governors and discuss the impact the grant is expected to make
- Aim for high teaching competency across the school
- Designate a member of staff to lead the subject

The PE Subject Leader will:

- Monitor the teaching and learning of PE within the school
- Keep up to date with new developments and inform staff
- Produce a flexible scheme of work, with lesson ideas to support colleagues in all aspects of the curriculum.
- Audit staff to determine appropriate and targeted training
- Aim for high teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff
- Audit resources regularly and take overall responsibility for equipment and resources
- Ensure that all pupils have the opportunity to become involved in extra-curricular clubs to further develop skills and talents and will monitor attendance at OSHL to ensure there is an inclusive offer which is accessible to all pupils
- Ensure that PE keeps a high profile within the school, through displays etc.
- Keep a portfolio for PE that will include photographs of pupils at work, examples of planning and examples of pupils' work
- Assist with recording keeping and assessment of the subject.
- Have information detailing the current and projected expenditure and impact of the Sport Premium monies published on the school website
- Regularly share current and projected priorities and outcomes with pupils, parents, staff and senior leaders including governors
- Have a formal, long term strategy for PE, sport and physical activity.
- Ensure all coaching staff delivering PE on the school site are quality assured
- Informally observe PE lessons to compile a picture of teaching competency across the school

Teachers should:

- communicate high expectations, enthusiasm and passion about PE to pupils and challenge their thinking and act as a good role model.
- have a high level of confidence and expertise both in terms of their up to date specialist knowledge and their understanding of effective learning in PE. As a result, they should employ a very wide range of resources and teaching strategies to stimulate pupils' active participation in their learning. This enables pupils to explain their ideas and concepts clearly and apply them with confidence.
- plan for opportunities for pupils to develop and demonstrate their initiative and independence and take responsibility for their learning. Lessons should be thoughtfully planned and secure outstanding progress across all aspects of PE.

The Class Teacher will be responsible for the planning and teaching of PE as set out in this Policy

The Teaching Assistant (TA), when available during PE lessons, will:

- Support the class teacher in delivering PE and , in particular, support those children with Special Educational Needs where timetabled to do so and collect resources if requested to do so by the class teacher

Assessment and Recording

Pupils are formally assessed against the National Curriculum's end of year expectations. This information is monitored and evaluated by the subject leader and shared with the next year's teacher. The assessment tools from the PE Hub scheme of work is used to assess pupils' progress.

Monitoring and Evaluation

Monitoring and evaluation of this subject is the responsibility of the Subject Leader. A range of strategies are used including: pupil interviews, staff interviews, pupils' work and planning scrutiny as well as data analysis to explore standards of attainment and progress.

An Annual Subject Leader Report is produced and shared with governors. This report will clearly reflect the strengths of the subject and the current key areas for further development which will form the basis of the subject action plan.

In all aspects of monitoring, the subject leader will ensure that the policy is being followed consistently across the school.

Links to Other Relevant Policies:

Physical Activity; PSHE; Health and Safety; Safeguarding; Accessibility

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