

# Lowerhouses CE Primary School



## Physical Education Policy

Approved – January 2026  
Review – January 2029  
Person responsible – PE lead

# **PE Policy**

## **1. Curriculum Statement**

### **INTENT**

Lowerhouses School recognises the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education 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

Children adopt 'Our School Christian Values' of respect, responsibility, friendship and perseverance as they develop their skills and attitude in PE.

### **IMPLEMENTATION**

P.E. is taught at Lowerhouses School as an area of learning in its own right, as well as being integrated where possible with other curriculum areas. It is taught at a minimum of two PE session a week. The key knowledge and skills of each topic are mapped across each year group. This ensures that children develop their knowledge of games, dance and gymnastics and (from KS2) athletics and outdoor and adventurous activity progressively. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

We teach lessons so that children:

- 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.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Lessons are planned to utilise cross curricular links, as well as the context of the school (including school and local grounds and access to facilities and community role models, such as sports coaches, with specialist skills). The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. An extensive extra-curricular provision also provides further challenge and access to a range of physical activity. All children have the opportunity to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual needs. As well as securing and building on a range of skills, children

develop knowledge of the basic rules of a range of games and activities. They experience positive competition, and a strong focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active.

## **IMPACT**

The children complete each key stage with a high proficiency in each aspect of PE. Children are aware of the link between physical activity and good mental health and understand its significance as part of a healthy lifestyle.

## **2. Teaching and Learning**

The curriculum is mapped to ensure that children participate in a range of activities and evaluate their own performance. Through planning, with sports coaches and the PE coordinator, time is effectively managed to ensure that lessons and activities are well organised and resourced. Pupils experience a range of opportunities to work individually, in pairs or in groups over time.

Typical Lesson Structure:

- Lessons begin with a clear focus on the learning intention of the session. Success Criteria is then shared with pupils for them to know how they can achieve the learning intention.
- There may be a 'hook' drawing the children into the lesson and to engage and excite them. Lessons then commence with an introduction/warm up to prepare pupils physically for exercise.
- Direct teaching of knowledge and skills precedes subsequent skills practised by the pupils, under the supervision of the teacher.
- The main activity provides an opportunity for children to practise the skill(s) independently and cooperatively, in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding / 'cool down' activity' to prepare pupils to return to a normal state both physically and mentally.
- Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

## **3. Sports Premium funding**

Sports premium funding is used to ensure children access high quality PE throughout school, during curriculum time and extra-curricular activities. This includes:

- hiring specialist sports coaches to work alongside primary teachers when teaching curriculum PE in order to upskill teaching staff.
- hiring specialist coaches to deliver extra-curricular PE.

- continually monitoring the specialist coaches in order to ensure the highest quality PE is delivered.
- supporting and engaging the least active children through new clubs.
- providing further opportunities for children who are gifted and talented in PE.
- continually checking and updating resources and equipment.

## **Swimming provision**

At Lowerhouses School, children attend swimming lessons at Huddersfield Sports Centre in Year 5. The class participates in 3 half- terms of weekly lessons. Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course.

## **4. EYFS**

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development; gross motor skills and fine motor skills.

The Early Learning Goals which state a child's expected level of development are:

- Gross motor skills: 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;
- Fine motor skills: hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; use a range of small tools, including scissors, paint brushes and cutlery; begin to show accuracy and care when drawing.

Children in the EYFS work towards the ELGs by having time and space to enjoy energetic play daily, using large static and portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. Children in Early Years also have the opportunity to work with a specialist P.E. coach. The skills and acquired knowledge in EYFS are then built on when children enter Key Stage 1.

## **Assessment in the Early Years**

Assessment in the Early Years is an ongoing process. Over the year, the teacher carefully observes and assesses, intervening as necessary to ensure that each child continues to make progress towards achieving the Early Learning Goals. At the end of the Reception year, children in the Early Years are assessed against the Physical Early Learning Goals (ELGs) and the class teacher makes a professional judgment as to whether they are working at the expected level to meet the ELGs.

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

In Key Stages 1 and 2 PE is planned to align directly with the National Curriculum. The key knowledge and skills for each unit are mapped on the whole school progression map. This also indicates how cross curricular links are being utilised and how resources and local resources will be used.

**Key Stage 1:** Children 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. Children are 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 2:** Children 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.

Children are 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**

Pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations.

## **Assessment in Key Stages 1 and 2**

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that they are fully inclusive and take account of children's differing needs and physical ability. The assessment of PE at Lowerhouses School is in accordance with the programmes of study in the National Curriculum 2014 for each key stage (as above). Individual lessons and units of work are planned to align directly and enable progress to achieve the relevant statements. Teachers complete a class assessment grid each half term that highlights children who are working towards the expected learning objectives covered that half term. Children who are not on this grid have achieved the expected level.

### **6. Resources**

P.E. equipment is stored safely in the P.E. cupboard in the hall. The PE cupboard is locked and only members of staff have access. The cupboard is regularly checked by the PE Coordinator to check its tidiness and organisation. Staff are advised to inform the PE Coordinator of broken, damaged or lost equipment so that replacements can be ordered.

### **7. Equal Opportunities**

At Lowerhouses School we are committed to promoting equal opportunities irrespective of social economic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities. Teachers plan their lessons and make necessary adaptations to ensure appropriate challenge and accessibility for all learners.

### **8. Inclusion**

At Lowerhouses School we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL.

Music should be taken into consideration particularly for HI children. Use of rhythm music would be suitable.

## **9. Role of the Subject Leader**

### **Training**

- Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- Provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes.
- Seek further training and support from specialist teachers and coaches
- Over the course of an academic year, ensure all teachers can observe/team teach with specialist teachers/coaches, in order to make their contribution sustainable.

### **Curriculum**

- Oversee the teaching and learning in PE in line with the Curriculum Map.
- Timetable specialist teachers and coaches (liaising with Head Teacher).
- Ensure the PE curriculum resources available to teachers are of a high standard and there are enough to deliver a successful lesson.
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.

### **Organisation**

- Register the school for various local sporting events (via School Games and SPIN offers) when appropriate.
- To report on school swimming attainment annually and record this online.
- Complete Risk Assessments for sporting events.
- Organise Sports Day(s) annually.
- Report to the SLT, Head Teacher and Governors on PE.

### **Budgeting**

- To complete the 'Sport Premium Funding' document annually (liaising with the Head Teacher).

## **10. Health and Safety**

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

### **PE Kit**

Children are asked to come to school in appropriate PE clothing, that is in line with our school uniform, on their PE day. Shorts/jogging bottoms, jumpers and t-shirts and appropriate footwear is essential for PE activities. In EY, children change into their PE kit at school on PE days. Children are bare-footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.

**Jewellery and Long hair**

Jewellery is not encouraged at Lowerhouses School. Children must not wear any kind of jewellery in PE lessons, including watches. Pupils with medium/long hair are reminded to tie it up securely. Pupils with their ears pierced should be able to remove them before the day of the lesson/before the lesson or otherwise cover them up with an appropriate method.

**Weather**

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

**Hygiene**

Pupils are taught about the body changes that occur when they exercise along with recognition of the short- and long-term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

**Staff dress**

It is important that staff should consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity. It is acceptable for staff to wear PE kit on their PE days.