



## Pipworth Community Primary School



Article 31: I have a right to relax and play.

Article 16: I have a right to keep some things private.

Article 23: I have a right to special care and education if I have a disability.

## Physical Education Policy Statement

### Intent

***“Sport has the power, the power to change the world. It has the power to inspire. It has the power to unite people in a way little else does.”***

Nelson Mandela

Our vision for our Pipworth Stars is for all pupils to become healthy, confident and active by providing a wide variety of opportunities both in and out of school. Through our delivery of PE and School Sport we will allow all pupils to achieve the best of their ability, develop their physical confidence and competence to enjoy being physically active. A key reason why we value PE and Sport is the wider benefit we believe it brings in developing the ‘Whole Person’ through being proud of all their achievements while promoting fair play and respect. At Pipworth our vision we hope, will lead to a lifelong passion of being physically active.

### Implementation

Physical Education is a vital contributor to a child’s physical development and well-being.

- We endeavour to provide every child with a safe and supportive environment in which to experience a wide range of stimulating physical activities.
- We believe that by participating in a variety of activities and situations, the children will develop positive attitudes and an awareness of their own and others’ abilities.
- Develop the children’s knowledge, skills and understanding, so that they can perform with increasing competence in such activities. These activities include gymnastics, games and dance.
- It is emphasised to our children that exercise is beneficial to the body and above all, enjoyable. In accordance with this, the school has been awarded a national accreditation from the **School Games Mark** and has signed up to the **Sheffield PE Pledge**, which all promote the importance and access to **Physical Education, School Sport and Physical Activity (PESSPA)** to promote a healthy lifestyle.

- Thus, from our active playground, PE lessons and the school curriculum, after-school clubs and competitions, we enable the children to make informed choices about physical activity throughout their lives.

### **Impact:**

A wide range of strategies are used to measure the impact of our Physical Education curriculum. Our teaching sequence allows children to respond to self and peer appreciation and evaluation and to assess how they feel they achieved in each session.

The impact of learning is measured through observations which demonstrate what has been understood and through self and peer evaluation activities which demonstrate the progression of knowledge, skills and understanding. Where learning is not secure, additional learning takes place to address this.

Additionally, summative assessments are carried out each half term by using Get Set 4 PE materials. As a result of these assessment tools, pupils' misconceptions or gaps in subject knowledge, skills, behaviours and attitudes are addressed and additional teaching and support is provided.

Our subject leader will also monitor the effectiveness of the Physical Education curriculum through carrying out regular subject 'dip-ins'. These evaluations are quality assured by the Curriculum Lead and Senior Leadership.

The effectiveness of Physical Education is also monitored through pupil voice throughout the course of the year.

### **Teaching and Learning Styles**

A broad and balanced physical education curriculum is intended to provide for pupils; increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

Our PE lessons use a variety of teaching and learning styles. Activities can be enjoyed as a sound mixture of individual, group and team situations which cater for individual abilities and preferences. These such activities can be delivered using varied teaching styles so that we provide children with well-matched, stimulating and enjoyable learning experiences where they can develop their knowledge, skills and understanding of such activities and group work. Through progressive learning objectives combined with varied approaches it is intended that pupils, respective of their innate ability, will enjoy success and be motivated to further develop their individual potential.

The activities and approaches adopted seek to provide pupils with opportunities to develop their creative abilities through improvisation and problem solving as well as encouraging them to look after their bodies and understand the importance of health and fitness. This links closely with the school's health education policy. An area which we promote to the children is evaluating their own work, as well as the work of other children.

In all classes the children have different physical abilities. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge

of the task to the ability of the child. We achieve this through a range of strategies surrounding differentiation. Whether it be by outcome, task set, grouping or resources.

### **Teaching PE to children with special educational needs.**

At our school we teach PE to all children, whatever their ability. PE forms part of a broad and balanced school curriculum. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. By differentiating effectively all pupils have access to the full range of PE activities available. Support Plans may need to be put into place to help children access such activities wherever necessary. SEND children have access to competitions and additional coaching. We further support pupils through:

- Scaffolding
- Explicit Instruction
- Adapted resources
- Technology
- Cognitive and Metacognitive strategies: chunking, collaborative learning, vocabulary, revisiting prior learning
- Flexible groupings
- Rosenshine's Principles of Instruction

### **Planning**

PE is a foundation subject in the National Curriculum. Planning is divided into a long term overviews and medium-term areas of coverage.

PE activities are planned so that they build upon the prior learning of the children guaranteeing skills progression. Whilst there are opportunities for children to develop their skills, knowledge and understanding in each area of activity, there is planned progression built into the scheme of work so that children are increasingly challenged as they move up through the school. All the different phases build upon the previous one starting from the Foundation Stage all the way through to Key Stage 2.

### **Teaching and learning**

#### **Foundation Stage**

We encourage physical development through physical activity of our children from the start of school life. In the Foundation Stage physical development is related to the objectives set out in the Early Learning Goals, which underpin curriculum planning for children aged three to five years. We encourage children to develop confidence and control of the way they move and the way they handle tools and equipment. We give all children an opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors using a wide range of resources to support specific skills.

#### **Key Stage 1 and 2**

##### **Curricular aims based on the 4 strands from the National Curriculum**

- To develop the ability to adapt and apply knowledge and skills in a variety of activities **(selecting and applying)**

- To improve observational skills and develop the ability to evaluate performances, both their own and those of other children **(evaluating and improving)**
- To develop skilful use of the body and the ability to plan movement sequences, to refine actions, perform them with increasing control, invent and apply appropriate rules **(acquiring and developing)**
- To develop communication skills, the use of appropriate terminology, and the ability to cooperate with others **(acquiring and developing)**
- To develop a positive attitude towards health and fitness and an understanding of what happens to the body when we exercise **(knowledge and understanding of fitness and health)**
- To demonstrate an awareness of safety in all aspects of life **(applying safety principles)**

### **Entitlement**

The programme of PE is balanced throughout the school year to give children opportunities to develop key skills in games, dance and gymnastics, as required, as well as a variety of other activities too. Units of work are developed over each half term. We ensure every child has access to 2 hours of quality PE a week, both indoors and out. Lessons are delivered by class teachers or specialist coaches.

Children are taught athletics and have opportunities to develop such skills further in the forms of a variety of inter and intra school competitions. (Beginning in Key Stage 1)

To ensure NC target of 25m is met, Y4 children have swimming lessons for a period of 10 weeks with Sheffield Swimming and Y5 and 6 booster lessons are also provided.

In addition to the allocated PE lessons, various activities are available through LINKS Sports Partnership, as well as a variety of local sports teams. Pupils also have access to equipment at break and lunchtimes with specific pupil and teacher led structured activities.

### **Assessment and Recording**

Each child will be encouraged to make ongoing assessment of their own and others work throughout the sessions. The teacher will make informal assessments to inform their planning for the next lesson, alongside the skills progression ladders. Formal assessments are made on O'track and Get Set 4 PE.

### **The role of the Subject Leader:**

There is a designated PE Co-ordinator to oversee the planning and delivery of PE within the school.

The coordinator will be responsible for

- Raising standards in PE as a national curriculum subject and evaluating the effectiveness of teaching and learning within the subject
- Facilitating the use of PE across the curriculum in collaboration with all subject coordinators as well as liaising and consulting with outside agencies where appropriate
- Developing their own role as subject leader through e.g. research, National College
- Providing or organising training to keep staff skills and knowledge up to date through up to three staff meeting slots per year

- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources.
- Monitoring the delivery of the PE curriculum and reporting to the SLT on the current status of the subject.
- Reporting the current status of the subject to designated School Governors.
- Action Planning linked to whole school priorities
- Updating the policy annually
- Completing on and reporting about evidencing the impact of the Primary PE and Sports Premium

Support from SLT/Curriculum lead will be given to subject leaders in order to further develop their role through:

- Mentoring subject leaders new to role
- Developing the role of subject leaders and providing professional development opportunities
- Guidance for Action planning linked to whole school priorities
- Support for monitoring
- Professional Development Opportunities for subject leaders e.g. National College, NPQ

### **Adults other than teachers**

It is at the class teacher's discretion as to how additional adult support is used in PE lessons. All staff follow the same code of practice for working with children and equipment in school. Staff are role models for the children and as so it is an expectation that staff wear appropriate kit.

### **Monitoring and Reviewing**

The monitoring of children's work and quality of teaching in PE is the responsibility of the co-ordinators. The work involves supporting colleagues in teaching PE, utilising resources, being informed about current developments and providing coaching and actives wherever possible. The co-ordinators will use specified allocated time to monitor and review resources, planning, policy and assessment. The PE co-ordinators are also responsible for the best use of the School Sports Premium allocation and application for the School Games Mark. Monitoring of the School Sports Premium is ongoing and evidencing the Impact of Primary PE and Sport Premium document is available on the school website. RAG's are completed every 3 years also.

### **Professional Development**

Each year staff will complete staff audits on personal strengths and weaknesses in PE and relevant training will be provided.

### **Out of hours learning**

#### **Key Stage 1**

During summer term after-school activities are arranged to focus on sports for Year 1 and Year 2. Coaches are brought in to offer these clubs.

#### **Key Stage 2**

Throughout the year after school activities will be arranged through the LINKs Sports Partnership and other agencies for any year groups. The sessions will be delivered by coaches and the PE co-ordinators will organise the activities.

### **Health and Safety**

The general teaching requirement for health and safety applies in this subject. We encourage children to consider their own safety and the safety of others at all times. The governing body expects teachers to set a good example by wearing appropriate clothing when teaching PE.

In accordance with the LEA guidance the policy in this school is that **all jewellery should be removed**. Jewellery must be removed by the child or by the parent before the school day. We want to work with parents/carers to ensure all children are active participants of lessons so we ask that piercings are done at the start of the summer holiday. If jewellery cannot be removed parents/carers will be spoken to and discussions about providing tape/plasters from home and chn/parents/carers applying them for PE. Members of staff will not remove or replace jewellery.

These points are considered when ensuring safety in PE:

- All activities will begin with a short warm-up and end with cooling down time
- Children are taught how to use equipment safely, including how to put up and take down apparatus and stack it away (more so KS2 for large equipment)
- Children are to all follow school procedures and rules in PE and respond to instructions
- Hair must be tied back
- Children will participate in indoor PE in bare feet, appropriate footwear or indoor footwear.
- Children must bring a change of clothes for all PE activities – a white T-shirt and dark coloured shorts; tracksuits, sweatshirts, pullovers for outdoors if required. (If no PE kit is provided, children will be permitted to use the spare items of clothing in school.)
- All resources are stored for staff to access and it is everyone's responsibility to keep the storage of them safe and accessible

### **Memberships**

LINKS school sports partnership

School Games

Sheffield Federation for School Sports (SFSS)

SSELP

### **Partnerships**

To promote physical activity we work closely with:

- Bike ability/Cycle North
- Sheffield Swimming
- Sheffield Hallam University
- SWFC
- Sheffield Park Academy
- Kingswood
- Thornbridge
- SIV

### **Published Resources**

GET SET 4 PE

UK Athletics

This policy represents a statement of a whole-school commitment to the teaching of PE and will be reviewed annually.

**Updated December 2025**  
**Due to be updated December 2026**  
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