

## **PE Policy 2023**

**Nominated Member of Leadership Staff Responsible for  
the policy:**

**George Rowe**

**Nominated Member of Governing Body  
Responsible for the policy:**

**Heather Waller**

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**Date of next review:**

**March 2026**

**This policy will be reviewed every three years,  
and following any concerns and / or  
updates to National and Local guidance or procedures**

## PE Policy

### Vision

Physical Education (PE) at Porter Croft Church of England Primary Academy aims to use PE as a vehicle to promote the holistic development of all our children. We aim to do this through fostering Physical Literacy in all our children. Physical literacy refers to the ability of an individual to move with confidence, competence, and creativity in a variety of physical activities. It encompasses the development of fundamental movement skills (e.g., running, jumping, throwing), sport-specific skills, and the ability to apply movement concepts and strategies (e.g., balance, coordination, spatial awareness) to different contexts.

Physical literacy is not just about the development of physical skills but also about the development of attitudes, knowledge, and understanding related to physical activity and sport. It includes having the motivation and confidence to participate in physical activities and the ability to make informed decisions about how and when to be physically active.

Thus our vision is to provide all our children with the leadership and cooperative skills, knowledge and confidence to become active, responsible and healthy members of the community. We strive to inspire all children to develop a love of physical activity and sport for life.

We aim to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's well-being. We have strong links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.

### Curriculum

#### Intent

Porter Croft Church of England Primary Academy recognises the value of Physical Education (P.E). We adhere to the aims of the national curriculum for Physical Education to ensure that all children:

- 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

#### Implementation

PE is taught at Porter Croft Church of England Primary Academy is an integral part of our curriculum and recognises that regular physical activity is essential for all children's health, wellbeing and development. It is taught in two PE sessions a week in compliance with the national curriculum standards. In addition to this our KS2 classes are encouraged to wear PE kit on their PE days in order to maximise the amount of time the children are taking part in physical activity.

We follow the planning schemes 'Get Set 4 PE' in addition to expert delivery, support and guidance provided by Sheffield United Football club to provide constant CPD of all our staff. We teach lessons so that our children:

- understand the learning objective of each lesson and the steps needed to achieve their own level of success. In addition to the whole child (holistic) objectives such as: creativity, cooperation and respect.
- have opportunities to experience success and enjoyment in physical activities
- find lessons challenging whilst still having the opportunity to participate in PE at their own level of development.
- foster positive attitudes towards physical activity and sport.
- secure and build on a range of skills needed to participate in a variety of different sports and physical activities.
- develop good sporting attitudes towards themselves and each other.
- understand basic games' rules and begin to apply sport-specific tactics and strategies where needed.
- experience positive competition
- learn in a safe environment
- have a foundation for lifelong physical activity, leaving our school as physically active citizens.
- are included and can participate fully in PE regardless of their abilities, gender, ethnicity, or socio-economic background.

### **Impact**

Physical education has a significant impact on the development and well-being of children. Regular participation in physical activity through PE lessons and extra-curricular sports clubs can have a range of physical, social, and emotional benefits. Therefore, our delivery of PE is centred upon helping children flourish into becoming lifelong learners in regards physical activity. A high-quality physical education curriculum inspires every child with the motivation and confidence to participate and excel in competitive sport and other physically demanding activities. At Porter Croft Church of England Academy, we deliver opportunities for children to become physically literate, in a way which promotes their health and fitness. Opportunities to compete in sport and other activities, both inter and intra-school, build character and help to embed values such as fairness and respect.

Our curriculum is structured with the aim of allowing all children to access a wide range of activities; whilst also revisiting certain sports/activities to ensure each child is given the opportunity to follow a progression of skills. By structuring our curriculum in this progressive manner we believe that our children are given opportunities to succeed; develop positive associations between wellbeing and physical activity in addition to having the skills, confidence and motivation needed to be physically active for life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically demanding activities.

### **Teaching and Learning**

The teaching of PE lessons at Porter Croft encourage all children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning. Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils receive a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. In addition to providing opportunities for pupils to become physically confident in a way which

supports their health and fitness. As well as opportunities to compete in sport and other activities which build character and help to embed our School and British values such as fairness and respect.

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE, the fostering of physical literacy to promote lifelong learning and the objectives laid out in the National Curriculum. Our utilisation of 'Get Set 4 PE' is planned so that progression is built into the scheme, which ensures our children are increasingly challenged as they move up through the school. 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. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

At Porter Croft Church of England Primary Academy, 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 participate in a range of physical education activities in order to reach their potential. We are also committed to providing equal opportunities irrespective of socioeconomic 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.

### **EYFS**

At Porter Croft, we know the significance of developing early fundamental movement skills and we understand the importance of having a clear progression between our EYFS PE provision and whole school. We encourage the physical development of our children in Foundation Stage 2 as an integral part of their work. As this class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control in the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. While also ensuring that the skills learnt at this foundational stage promote skills progression in relation to the rest of our PE curriculum.

*See 'Curriculum map' for our whole school curriculum map detailing the areas of learning and the organisation of half-termly delivery.*

### **Pupil Voice**

- At Porter Croft we also want to involve children to be active participates in their learning. Therefore, we aim to conduct and promote 'Pupil Voice' regularly. Pupil voice promotes the involvement of children in decision-making processes that affect their education and wellbeing. At Porter Croft, we believe it is important to promote pupil voice for a variety of reasons:
- Empowerment: When children are given a voice in decisions that affect them, they feel empowered and valued. This can lead to increased self-esteem and confidence, which can have a positive impact on their academic and personal development.

- **Ownership:** When children have a say in decisions, they are more likely to take ownership of their learning and behaviour. They are more likely to be motivated and engaged in school, and to take responsibility for their own progress.
- **Understanding:** By involving children in decision-making, teachers and school leaders can gain a better understanding of the needs and interests of their pupils. This can help to inform policies and practices that are more effective in meeting the needs of all pupils.
- **Diversity:** Every child is different, with their own unique experiences, perspectives, and needs. By promoting pupil voice, schools can ensure that the voices of all children are heard, including those from diverse backgrounds and with different abilities and interests.
- **Partnership:** Pupil voice can help to foster a sense of partnership between teachers and pupils, based on mutual respect and collaboration. This can lead to a more positive and supportive school culture, where all members of the school community feel valued and included.

### **Assessment**

Assessment of PE is an ongoing process, our teachers assess the children's work in PE, both by making informal judgements, as they carefully observe them during lessons, intervening as necessary, to ensure that each child makes the full progress of which they are capable and through assessing against the specific objectives set out in the National Curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage as documented in our Progression of Skills in addition to the Get Set 4 PE progression of skills documents, progression ladders and knowledge organisers. Teachers record ongoing assessment for learning on their planning documents whereby they identify children who have 'not yet met' or 'exceeded' the learning objective for each session. This assessment method is used to inform planning, structure of future lessons to ensure they are fully inclusive, and take account of children's differing needs and physical ability. Additionally, these assessment sheets can be used to inform other members of staff when children transition to different year groups. The assessment of PE at Porter Croft C of E Primary Academy is in accordance with the National Curriculum attainment target for each key stage:

#### **EYFS children should...**

- 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.  
*(Physical Development: Gross Motor Skills)*
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.  
*(Personal, Social and Emotional Development: Managing Self)*

#### **KS1 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

- be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations

### **KS2 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
- 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.

### **Funding**

Schools receive PE and Sport Premium Funding based on the number of pupils in years 1 to 6. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer. As part of the funding criteria we are required to publish details (on our website) of how we spend the funding and a review of the impact on pupil outcomes.

*See 'Appendix 2' for our annual school 'Evidencing the Impact of the Primary PE and Sport Premium' report.*

### **Role of the Subject Leader**

The planning and coordination of the teaching of PE is the responsibility of the subject leader. The quality of teaching and learning in PE is monitored and evaluated by the subject leader and is overseen by the curriculum leader, who has to:

### **Curriculum**

- review the whole school Curriculum Map and Progression of Skills document annually
- timetable specialist coaches
- ensure the PE resources available to teachers are of a good standard and that there is the appropriate quantity of equipment required to teach high-level PE. In addition to rotating the equipment after each half-term unit. All other resources are organised in the outdoor PE shed.
- promote PE and Sport across the school and encourage children's participation
- support colleagues in their teaching, providing a strategic lead and direction
- evaluate the strengths and areas for development in the subject through staff and pupil voice questionnaires
- review evidence of the children's work and observe PE lessons.

### **Organisation**

- report on school swimming attainment annually and record this in the 'Evidencing the Impact of the Primary PE and Sport Premium'
- review and adapt the PE action plan bi-annually
- complete risk assessments and EVOLVE forms for sporting events
- arrange the whole school PE timetable half-termly
- organise after-school clubs throughout the school year
- organise sports day annually
- organise matches, competitions and leagues with other schools including within the Points PE Network

## **Training**

- provide up-to-date information for teachers on resources in PE and new initiatives/schemes
- attend Points PE Network meetings and relevant training
- provide support and training for staff, including the planning, teaching and assessing of the PE curriculum
- seek further training and support from specialist coaches and through the Points PE Network to develop teacher's subject knowledge and skills set
- over the course of an academic year, ensure all teachers have opportunity to work with a Sheffield United coach in PE lessons for a minimum of one half term in order to make their contribution sustainable

## **Budgeting**

- complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually

## **Health and Safety**

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma. Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy is effective.

Our School provides an appropriate PE kit for all children and keeps spare sets in school. Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga. Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in. Equipment and apparatus are stored safely at the end of each lesson.

Pupils are taught to consider their own safety and that of others at all times. Teaching staff should be appropriately dressed to teach PE. We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips.

Other safety aspects staff will ensure are:

- all equipment and facilities are regularly checked for safety
- all staff supervising PE lessons are trained, qualified and supported appropriately by the school
- safe and effective procedures are taught and adopted in all PE sessions in and outside of school e.g. including warm ups and cool downs
- risk assessments are completed where necessary
- children who require medication should have access to it if needed during a PE session
- children are not wearing any kind of jewellery in PE sessions, including watches
- children are wearing appropriate PE clothing and regularly encouraged to bring PE kits to school (spare PE kits are provided by school if a child is not wearing suitable clothing in order to minimise the number of non-participants).

### **Monitoring**

The PE Subject Leader will monitor PE across the academy by:

- looking at planning to ensure coverage of the objectives on the PE 'Progression of Skills Map' document and to ensure staff are making effective use of the assessment section on the planning format
- observing teaching to monitor the quality of lessons and to ensure objectives are being covered and that progression is evident across the school
- conducting staff audits to assess staff confidence and identify areas for improvement

### **The Wider Curriculum**

Porter Croft Church of England Primary Academy are committed to providing pupils with a broad range of opportunities to experience a variety of PE and sport activities both in and additionally to timetabled PE sessions.

In addition to PE sessions, all children will be provided with opportunity to:

- take part in our school sports day
- annual Happy and Healthy Week
- compete in various inter-school and city wide events in the form of matches, competitions, leagues, tournaments and Points PE Network Games
- take part in a variety of after-school clubs throughout the academic year
- book in a variety of workshops to promote physical activity and life skills e.g. balance bikes.
- active break time activities
- participate in active lessons; lessons in which children will be moving around the classroom, school or playground.