Physical Education Policy

Intent Statement

At Primet Primary School, our Physical Education curriculum inspires all pupils to lead healthy, active and fulfilling lives. Rooted in our school values of Aspire, Respect and Together (ART), we provide a broad, balanced and ambitious curriculum that develops physical competence, confidence and a lifelong enjoyment of physical activity.

We aspire for every child to achieve their personal best by challenging themselves, embracing new experiences and developing resilience when faced with physical and personal challenges. Through a wide range of sports, games, dance, gymnastics, outdoor and adventurous activities, and swimming, pupils acquire and apply fundamental movement skills, knowledge and strategies that enable them to participate successfully in physical activity.

Respect is embedded throughout our PE curriculum. Pupils learn to demonstrate sportsmanship, fairness and self-discipline, while valuing their own achievements and those of others. They develop an understanding of how physical activity contributes to both physical and mental wellbeing and learn to make informed choices that support healthy lifestyles.

Together, pupils learn the importance of collaboration, communication and teamwork. Through cooperative and competitive activities, children develop leadership skills, build positive relationships and gain the confidence to contribute effectively as members of a team and wider community.

Our PE curriculum provides opportunities for all children to be creative, competitive and reflective. By developing the knowledge, skills and motivation to engage in lifelong physical activity, we prepare pupils to become healthy, confident and resilient individuals who embody the ART of being a Primet pupil.

Aims and Principles

Physical Education at Primet Primary School is designed to develop pupils' physical competence, confidence and understanding of healthy lifestyles through a broad and progressive curriculum.

We aim for all pupils to:

- Develop competence and confidence across a broad range of physical activities.
- Apply and refine fundamental movement skills with increasing control and coordination.
- Participate in competitive, cooperative and creative physical activities.
- Develop resilience, determination and a positive attitude towards challenge.
- Understand the importance of physical activity for physical and mental wellbeing.
- Demonstrate respect, fairness and sportsmanship when working individually and as part of a team.
- Use and apply appropriate physical education vocabulary accurately.
- Evaluate and improve their own performances and those of others.
- Develop leadership, communication and teamwork skills.
- Engage in sustained physical activity and develop a lifelong appreciation of healthy, active lifestyles.

Procedures and Practice

Physical Education is taught through a carefully sequenced curriculum from EYFS to Year 6, ensuring that knowledge, skills and vocabulary build progressively over time. Learning is planned using the Lancashire Physical Education Scheme of Work in conjunction with the PE Passport app and adapted where appropriate to meet the needs of pupils and the school community.

Pupils are provided with opportunities to develop skills across a range of physical disciplines including games, dance, gymnastics, athletics, swimming and outdoor and adventurous activities. Learning is structured to ensure pupils revisit, apply and refine previously taught skills while developing increasingly complex techniques and strategies.

Teachers use modelling, demonstration, questioning, feedback and assessment to support pupils in developing physical competence and confidence. Lessons provide opportunities for pupils to perform, observe, evaluate and improve their own work and the work of others.

Teaching is adapted to meet the needs of all learners, including pupils with SEND, EAL and disadvantaged pupils, ensuring that every child can access, participate and achieve success within Physical Education.

The curriculum is further enriched through extracurricular clubs, sporting festivals, competitions, leadership opportunities and partnerships with local organisations, enabling pupils to apply their learning in meaningful contexts and develop a wider appreciation of sport and physical activity.

Oracy

Oracy is an integral part of Physical Education learning. Pupils are encouraged to communicate effectively through discussion, collaboration, coaching, evaluation and reflection.

Children develop confidence in using subject-specific vocabulary to describe techniques, evaluate performances, explain tactics and provide constructive feedback. Through teamwork and collaborative activities, pupils learn to listen actively, articulate ideas clearly and communicate respectfully with others.

These opportunities support pupils in developing confidence, leadership and communication skills that contribute to success both within Physical Education and across the wider curriculum.

Health and Safety

Safe participation in Physical Education is integral to curriculum delivery. Staff follow the school's Health and Safety Policy and established PE procedures to ensure learning takes place in a safe environment.

Equipment and learning spaces are checked regularly and pupils are taught how to use equipment safely and responsibly. A general Physical Education risk assessment is in place for routine curriculum activities. Additional risk assessments are completed when activities involve increased levels of risk, such as educational visits, outdoor adventurous activities or specialist sporting experiences.

Pupils are expected to wear appropriate clothing and footwear for Physical Education and to follow agreed safety expectations during all activities.

Roles and Responsibilities

The Physical Education Subject Leader works alongside the Senior Leadership Team to ensure high-quality teaching and learning across the school. This includes supporting curriculum development, monitoring standards, providing guidance and resources for staff, and identifying priorities for improvement.

The Subject Leader monitors the quality of Physical Education through activities such as reviewing planning, assessment information, pupil voice, lesson visits and other monitoring activities. Findings are used to inform curriculum development, staff training and action planning.

All staff are responsible for promoting positive attitudes towards Physical Education, ensuring lessons are inclusive, safe and engaging, and supporting pupils in achieving their personal best.

Assessment

Assessment is ongoing and informs future teaching and learning. Teachers assess pupils' physical skills, knowledge and understanding through observation, discussion, questioning and performance outcomes.

Assessment considers pupils' ability to perform, apply and evaluate skills across a range of physical activities, alongside their understanding of tactics, rules, safety and healthy lifestyles.

Assessment information is recorded and monitored in line with the school's assessment procedures and is used to identify strengths, next steps and any additional support required.

Monitoring and Evaluation

The quality of Physical Education is monitored through a range of activities, including lesson visits, assessment reviews, pupil voice, curriculum monitoring and evaluation of participation in sporting opportunities.

Assessment information and monitoring outcomes are used to evaluate the effectiveness of the curriculum, celebrate strengths and identify priorities for further development. Monitoring ensures that all pupils receive a high-quality Physical Education curriculum that promotes achievement, wellbeing and lifelong participation in physical activity.