



St Barnabas CE Primary School

“Preparing for a positive future, achieved through faith.”

Christian values are central to the life of our school, where we are devoted to inspire our children to succeed, flourish and live life in all its fullness.

“Let your light shine.”

Matthew 5:16

Physical Education Policy

Policy Updated:	September 2026
Date reviewed and agreed by Governors:	December 2026
Date of next review:	September 2027
Headteacher:	Miss J Hodgkinson
Chair of Governors:	Dr C Kressel

In Physical Education, the intent of our curriculum is to inspire children to maintain a healthy life balance, both mentally and physically. Physical Education is a vehicle which allows our children to succeed academically. We want our children to become physically confident in a way which supports their health and fitness. This is embedded throughout all of our school values: friendship, creativity, honesty, peace, responsibility, compassion, justice and perseverance and 'letting our light shine.'

Aims and objectives

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we endeavour to ensure children's experiences in school lay the foundation for an active adult lifestyle.

The aims of PE are:

- to enable children to develop and explore physical skills with increasing agility, balance, control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.
- To provide a wide range of quality physical activity opportunities both within and outside the curriculum for pupils and enable children to participate in at least 2 hours of high quality PE and School Sport each week.
- To improve pupil, parent/carers and staff knowledge, understanding, experience of and attitudes towards participation in physical activity.

Teaching and learning

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, to improve their intra competing skills and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. 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:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint, personal best;

- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

Across the whole school, PE is a foundation subject in the National Curriculum. Our school uses Real PE which comprises fundamental skills, games and gymnastics. We also supplement the use of this resource with School Games resources. For dance we utilise creative steps dance. In Foundation Stage the teachers use the Real PE platform, which covers EYFS for Physical Education and links these with other Early Learning Goals across the other areas. In EYFS, the fundamental movement skills, which enhance the physical development early learning goal, are mapped against the wider curriculum. This enables the children to apply their learning into real contexts. In addition to developing these skills, our children are given the opportunity to not only develop fine motor skills, but gross motor skills within the outdoor provision area. To further enhance the physical development of our EYFS pupils, they also have access to a weekly fundamental movement skills workshop in the Autumn term.

Across KS1 and 2, the PE Curriculum is designed so that the same fundamental knowledge and skills are built upon each week, term and year. This helps our children to know more, remember more and do more. Furthermore, the knowledge and skills that children develop from Year 1 to Year 6, progressively develop through the use of colour coded levels. These incrementally increase with difficulty.

To aid children's retention of knowledge and skills we regularly revisit previous learning, as well as ongoing formative assessment and feedback. Our children are proactive in each PE lesson, identifying how their previous learning supports the understanding of new concepts and skills. In addition, children have the opportunity to regularly identify which fundamental movement skills are being developed, as well as refining strategies, tactics and techniques. Concepts are further strengthened and developed through the use of relevant high quality equipment, the teaching of subject specific vocabulary to help children explain their understanding. A further extension to this is the use of the cogs, which develop our children holistically ensuring they are strong physically, socially, cognitively, creatively, personally and self-awareness.

Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance, improving their speaking and listening skills.

Personal, social and health education (PSHE and RSE)

PE contributes to the teaching of personal, social and health and relationship education by teaching children about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to

respect and work with each other, and develop a better understanding of themselves and of each other.

Inclusion

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Pupil Passports.

Feedback and Assessment

Teachers give regular verbal feedback in each lesson and peer to peer feedback is encouraged to develop leadership capacity in our children. Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the age-appropriate expectations, using a PE tracker. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store or in the hall and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities and the local swimming pool for swimming lessons.

Health and safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. Our children come to school dressed appropriately for PE. This ensures no learning time is lost. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity. Risk assessments are available on all areas of PE teaching and resource management. We also adhere to the criteria set out in Safe Practices in PE 2024.

Monitoring and evaluation

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. This work also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the headteacher a regular summary in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.

Aspects that are monitored include:

- pupils and staff knowledge of and attitude towards physical activity;
- pupils' progress/attainment in physical activity;
- the range of physical activity opportunities offered to pupils and the levels of participation;

- the percentage of pupils participating in an extra-curricular activity each week, to ensure children are getting their entitlement of 60 active minutes a day.
- the number of links to clubs/activities within the community and pupil participation in these
- the number of professional development courses attended by staff/activity leaders.
- The completion of the impact report against the 5 key indicators and the appropriate and sustainable use of the PE and Sports premium funding.

The methods of evaluation include:

- assessing pupils' achievements.
- reviewing schemes of work.
- reviewing programmes of activities.
- reviewing registers for activities.
- staff and pupil discussions.
- school sport partnership reviews and meetings.
- lesson observations

Extra-curricular activities

The school provides a range of PE-related activities for children out of school hours. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents when necessary. The school also plays regular fixtures against other local schools to promote inter school competing. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. The emphasis is on participation and enjoyment and the opportunities are open to all pupils, regardless of ability. Physical activity is promoted during breaks and lunchtimes and after school. In KS2 playground leaders and members of the SSOC lead activities. In KS1, playground leaders and members of the SSOC lead playground activities. Specific events, through local cluster competitions, are organised throughout the year that promote physical activity and raise its profile across the whole school community. Most OSHL activities are led by school PE staff with some being supported/delivered by Sports leaders and /or coaches from community clubs. Pupils are made aware of physical activity opportunities beyond school through a variety of means.