

# ULEY C OF E PRIMARY SCHOOL






## PE POLICY AUTUMN 2025

## **ETHOS STATEMENT**







We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

## **OUR SCHOOL VISION**

Live – Learn – Flourish

-  Live: at home, in school, and in our local community
-  Learn: about self, others, and our ever-changing world
-  Flourish: be the best we can be in all that we do

## **OUR SCHOOL MISSION**

-  We give all – pupils and staff – the opportunities and encouragement to be the best that they can be
-  We create an environment that has the right balance of challenge and support
-  We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
-  We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
-  We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
-  We strive to ensure that all flourish within a moral framework built on Christian values

The staff and governors at Uley Church of England Primary School provide an environment where children and all school members can be happy, healthy and safe and achieve their full social and intellectual potential.

We do this by:

- creating an inclusive, caring, Christian environment,
- creating happy, stimulating and exciting opportunities for learning,
- developing positive relationships based on respect of self and others,
- supporting a creative approach to personal development and growth.

## **BEHAVIOUR ETHOS**

### **Wisdom**

Reflect on our mistakes and learn from them  
Make appropriate choices  
Have the courage to be the best you can be

### **Friendship**

Do as you would be done by  
Encourage, support and be proud of each other  
To serve one another  
Smile and be thankful

### **Compassion**

Be respectful; embrace difference and diversity  
Say sorry, show you're sorry  
Show forgiveness and generosity  
Work together for fairness

### **Trust**

Be honest and just  
Believe in yourself – you can do it!  
Persevere on your journey, seek help from others

We work in partnership with parents and our community to fully equip children for their future.

This document reflects the values and philosophy of Uley Primary School in relation to the teaching and learning of Physical Education (P.E.). It provides a basic framework within which staff can approach P.E., and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with the Complete PE Scheme of Work, and can be used as a springboard to develop the individual teacher's ideas in a personal way within the school's guidelines. This should enable teachers to design a programme of activities that is responsive to their own and children's skills and needs in P.E.

The main aspects of P.E. to be studied will be determined by the Programme of Study of the National Curriculum 2014.

## **PHILOSOPHY**

We believe in giving all pupils, irrespective of their academic or physical ability, the opportunity to discover and develop their physical potential through a balanced and developmental programme of activities. We do so in the belief that physical education in a safe, supportive and challenging environment is a vital component in the development of children's physical and emotional health and well-being. This, we believe, includes qualities such as enjoyment, tolerance, co-operation and the development of expertise.

In this context, we are committed to achieving maximum participation for all children whilst recognising the need for equal opportunities on the grounds of gender and children's specific individual needs. Within a caring and supportive environment, we believe in encouraging positive relationships between groups and individuals while providing challenge and stimulation through physical activity.

We believe in allowing children to apply skills, knowledge and concepts, to experiment, to be creative and imaginative and to recognise and celebrate progression and achievement within the physical medium.

We are further committed to recognising the importance of physical activity of children outside the curriculum. We believe that links with sporting bodies, clubs etc., and the provision of extracurricular activities organised by the school is a positive experience and that the recognition and celebration of children's achievements outside school promote an awareness of the value of physical activity for all children.

## **SUBJECT AIMS**

P.E. is a non-core Foundation subject within the National Curriculum. The aims of teaching P.E. at Uley Primary School are consistent with our philosophy and take account of the legal requirements of the National Curriculum.

As stated in the National Curriculum 2014, the subject of Physical Education purpose of study is to provide children with:

- A high-quality physical education curriculum which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.
- It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.
- Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The national curriculum for physical education aims 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.

At Uley Primary School by participating in P.E. lessons the children will have the opportunity to achieve the following objectives: That all pupils will be given access to the full P.E. curriculum.

- Develop the whole child physically through 4 key areas: Physically, Cognitively, Socially and Emotionally.
- Develop the knowledge and confidence of our staff through the sharing expertise and the use of school resources and the advice and support.
- To make best use of outside specialist expertise in coaching and instruction in a range of activities through links with local sports clubs.
- To develop an awareness amongst staff of the demand of the National Curriculum and to share as a school the responsibility of implementing the sequences of learning which encompass clear learning objectives that meet the challenge of providing progression throughout the key stage.
- To use a simple but effective method of recording and reporting children's progress encompassing clear assessment and video evidence.
- To provide the means for children to realise their full potential and to develop movements, co-ordination, confidence and body awareness in a range of contexts.
- To provide for the development of physical and creative skills and the ability to adapt and apply knowledge and skill in the performance of movement related activities.
- To promote an appreciation of physical movement as spectators and as critics, thereby promoting the application of skills of judgement and appraisal in a positive way to self-activity and that of others.
- To promote responsible attitude towards the safety of self and others and to develop an appreciation of safe practice in all movement activities.
- To promote an understanding of the relationship between physical activity and good health, thereby increasing active participation. This may be achieved through cross-curricular work throughout the key stage.
- To develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations, to cope with losing, and to retain a proper sense of perspective in competition.
- To provide the opportunity for work involving the development of interpersonal skills and good communication. This should be done through a range of teaching style, which encourage good experimental, self-expression and awareness, and foster tolerance and co-operation.

We aim for our PE lessons to include challenges for all pupils, which involve developing:

- A feeling of improvement
- A sense of accomplishment/achievement
- Learning something new and wanting to learn more both physically and cognitively, socially and emotionally.
- Physical well-being.
- A feeling of independence.
- Wanting to perform well and with imagination and flair.
- A lifelong love of movement

We see the above as important to developing and maintaining high standards of P.E. in our school, and through the P.E. lessons, challenges for all pupils will adhere to achieve.

### **ENTITLEMENT**

All children are entitled to a progressive and comprehensive Physical Education programme which embraces the Statutory Orders of the National Curriculum and takes into account of individual interests and needs.

### **THE CURRICULUM AND SCHOOL ORGANISATION.**

In order to achieve the aims outlined by the National Curriculum 2014, the teaching of P.E. at Uley Primary School organises P.E. into a combination of units as laid out in the Schools scheme of work.

The teaching of P.E. is delivered by using the purchased Complete PE Scheme of work for Foundation, KS1 and KS2. Teachers follow these schemes of work, alongside the two-year rolling programme for P.E., to ensure each year group receives a broad and balanced curriculum with opportunities to participate in all the areas of Physical Education.

Alongside the PE schemes of work, dance lessons (with music) can be modified to relate to the current topic being taught.

The Co-ordinator receives any information/resources that arrive in school, but decisions regarding P.E. work and the development of the P.E. Curriculum involve all members of the Staff.

### **Subject content as stated in the National Curriculum**


#### **Early Years Foundation Stage - Reception**

EYFSP  
Development  
Matters  
Statements

Physical Development

Reception

- Revise and refine the fundamental movement skills they have already acquired:
  - rolling
  - crawling
  - walking
  - jumping
  - running
  - hopping
  - skipping
  - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully:
  - lining up and queuing
  - mealtimes

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## Physical Development

### Early Learning Goal: Gross Motor Skills

Children at the expected level of development will:

- 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.

### Early Learning Goal: Fine Motor Skills

Children at the expected level of development will:

- 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.

## Key Stage 1

Key stage 1 Pupils 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. Pupils should be 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**

Key stage 2 Pupils 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.

Pupils should be 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 – Key stage 1 and 2.**

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

## **Progression and Continuity**

Within the Scheme of Work, learning activities are delivered in progression sequences rather than lessons, to adapt and meet the needs of the children with the different classes. The schemes of work follow the **STEP** model (space, task, equipment and people) to encourage the adaption of an activity; to help meet the varying needs of a class by providing support or encourage challenge where needed.

Progress in P.E. can be characterised by:

- The advancement from early movement exploration to acquiring and developing a range of skills that show improved control and co-ordination the graduation from



simple selection and application of skills to more complex sequences, games strategies and compositional principles.

- The progress from describing what they see being performed to making simple evaluations of performance and being able to use this information to improve the quality of their work.
- The development from knowing that exercise makes them out of breath and hot, to an understanding of why this happens and come to realise its importance for general health and well-being.

### **Planning for Adaptation across the Key Stage**

Planning for adaption should incorporate:

- Learning objectives that all can achieve within adapted practice.
- Pupils groupings, e.g. ability or mixed ability groups; or group, paired or individual activities.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.

### **Resources and Accommodation**

- A wide variety of shared P.E. resources is available at Uley Primary School. These include teachers' resource books and notes, radio programmes, dance tapes, teachers' lesson plans, P.E. and games equipment.
- Most P.E. equipment is kept in the hall and outside shed. The hall/shed is accessible to members of staff and to children under adult guidance. Large apparatus is kept in the hall and small apparatus in the shed.
- The P.E. Leader is responsible for maintaining and purchasing P.E. resources, monitoring their use and organising the large equipment and P.E. store.

### **Clothing for P.E. Activities**

For any physical activity, children change into shorts, socks and T-shirts except where religious beliefs have specific requirements. Some indoor activities require daps or bare feet. They should wear appropriate clothing, according to the season. A change of footwear, trainers or other suitable footwear is required for outside activities. For safety reasons, children are not permitted to wear any form of jewellery. If a child needs to wear a piece of jewellery for medical or religious reasons, it should be removed or covered up during physical activity.

P.E. kit should be kept in a named bag. The kit should be kept in school and taken home at the end of each half term to be washed and checked. All items of P.E. clothing should be identified with the child's name. See also Uniform Policy.

Children who go swimming need a towel, swimming trunks or costume, cap and brush or comb, carried in a waterproof bag.

## **Strategies for Implementation**

### **Teaching and Learning**

*Good lessons should contain the following elements.*

- Purpose: Lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson.
- Progression: Pupils capabilities should be developed with increasing demand made on a physical, cognitive, social and emotional learning. Building on previous learning is essential and so too is working to achieve successful outcomes through repetition, application and refinement of skills.
- Pace: High levels of activity, avoiding dead spots (pupils sat down doing nothing) with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised.
- Coherence: All teachers should reinforce previous understanding and establish links between curricular experiences.
- Challenge: High expectations will be set for individual and group achievements. Pupils extended both physically and intellectually through interesting tasks.
- Adaption: Will be achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.

Pupil's responsibility: in lessons pupils will be encouraged to make decisions. They will be given responsibility for equipment, group organisation and at times their own learning as they practice and repeat movements in order to improve efficiency and the quality of their performances.

### **Planning**

The PE curriculum should be planned to provide a balance of activities within the programmes of study. The scheme of work is designed to cover all aspects of the curriculum and challenge the children in a progressive way.

Opportunities should be taken where appropriate to make links between aspects of PE and other subjects across the curriculum.

The governors have agreed that swimming lessons take place once a week during the autumn – Years 5 and 6 and the spring - Years 3 and 4. Full use of the field and playground should be made when conditions allow.

### **Time Allocation**

There should be 2 hours of PE in both Key Stages 1 and 2. Reception children have a formal PE curriculum alongside child and adult directed activities to support physical development.

## **ASSESSMENT, RECORDING AND REPORTING**

Assessment is based on teacher observation according to the success criteria in the scheme of work. The attainment of children is measured against their attainment according to the Key Stage Targets. Video and photographic evidence can be used to support teacher observation.

## **HEALTH AND SAFETY**

The teacher should have the safety of the children at the forefront of his/her mind. There is a risk element to P.E. of which the Local Authority is aware. Uley Primary School follows the guidelines from the 'Safe Practice in Physical Education, School Sport & Physical Activity' guidance.

Lessons should be managed to enable teachers and pupils to be seen and heard at all times. School risk assessments should be carried out by the Co-ordinator. Class risk assessments should be carried out by the Class Teacher.

The following general points should be considered when teaching P.E.

- The teacher should be dressed appropriately, with inappropriate jewellery removed.
- The children should change into T-shirt, socks, shorts and daps for any physical activity except where religious beliefs have specific requirements, for safety and hygiene reasons. Baggy clothing should be discouraged.
- The teacher should be aware of what the children are doing throughout the session and should not leave them on their own.
- The gymnastic apparatus must be moved only when there is a member of staff present to supervise.
- All equipment should be returned to its proper place and checked by a member of staff.
- All large items of PE equipment are inspected annually by an independent safety officer under a contractual agreement.
- Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- Children should be made aware of safe practice when undertaking any PE activity ( e.g. not running or jumping in front of others and stopping when asked)
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.

## **Gymnastic Safety**

The teacher should:

- Make sure the children should warm up sufficiently before the lesson begins.
- Consider whether the environment is safe and be aware that dangerous situations can arise.
- Be able to see all pupils in the class (important during apparatus work).
- Check if the floor is wet or slippery and arrange the mats in the correct places.
- Check if the area is clear of superfluous equipment (tables, chairs, etc.)
- Ensure the apparatus being used is appropriate for the age of the children and make sure all the fixing points and bolts are secured in the right places.
- Organise the children into groups of appropriate size for the apparatus being used and make sure that they are aware of how many children can go on each piece of apparatus at once.
- Make sure one child only is on the apparatus when it is designed for one;
- Discourage the children from touching each other (especially giving support) unless the specific task you have given them requires it.

## **Games Safety**

The teacher should ensure:

- All equipment is safe and nothing is cracked or broken at the beginning and end of lessons;
- All equipment is put away safely at the end of the lesson;
- When taking games in the playground or on the field that he or she is able to see all the children.
- The children follow the school code of conduct and visit procedures when representing the school.

## **Dance Safety**

Although dance is less dangerous than the other physical activities, teachers should be aware of certain hazards:

- Children should not dance in their stockinged feet.
- Children should be discouraged from running round.
- All objects in the hall that are surplus to requirements should be moved, where possible, out of the way.

## **SWIMMING RULES**

### **Points to Consider**

Staff should accompany the children when travelling to and from the swimming baths. The teacher should have a numbered list of all the children in his/her care.

The children should be counted on leaving school, on entering and leaving the pool and when leaving the swimming baths.

The children should know the layout of the Leisure Centre, including where the swimming pools and changing rooms are. The swimming teacher at the baths should make sure the school staff know where to find the nearest life-saving equipment, first-aid box and telephone in case of an emergency.

Staff to pupil ratio should meet the legal requirement on the poolside. Staff should be in/around the changing rooms when the children are changing; however, teachers should respect pupils' privacy.

### **EXTRA-CURRICULAR ACTIVITIES**

These are an important part of a child's Primary education. They enable pupils to develop particular skills and further their interest in one or more sporting activities. They help to introduce a competitive element to team games and promote co-operation and a sense of being a good sport. Extra curriculum activities are open to different key stages, and for boys and girls.

## **EQUAL OPPORTUNITIES**

All teaching and non-teaching staff at Uley Primary School are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum while at our school.

P.E. is taught in mixed groupings with girls and boys having an opportunity to take part in all activities. All extra-curricular activities are open to boys and girls.

## **SPECIAL EDUCATIONAL NEEDS**

Pupils may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorder.

It is important to concentrate on children's abilities and needs, not on their disabilities. This emphasis aims to improve their movement skills and help to change feelings of disaffection, under-achievement and low self-esteem.

Everything should be done to avoid highlighting the disabilities of any particular child. Ask the pupils don't assume how to include them. Adapt lessons so the pupils are fully included.

## **LINKS WITH OTHER AREAS OF THE CURRICULUM**

As well as making its own contribution to the School Curriculum, P.E. contributes to the wider aims of Primary education:

### **English**

With careful planning, P.E. provides opportunities for children to develop and apply their language skills. They can talk about, and discuss, options open to them; they can describe what they see and explain what they intend to do. They need to use the correct terminology to pass information to others and read diagrams, maps and instructions.

### **PSHE and Citizenship**

Throughout the Scheme of Work, children have opportunities to work with others, listening to their ideas and treating them with respect. PE encourages co-operation and collaboration. Children gain an understanding of fair play and fairness through knowing and applying rules and conventions. Children should develop a respect for, and a positive attitude towards, their own health, safety and well-being. They learn to recognize and value physical differences, abilities and aptitudes, and to find ways of accepting and including others.

### **Mathematics**

Opportunities occur for children to apply their mathematical skills when analysing timing of a task, team scores and league tables.

## **STAFF DEVELOPMENT**

Opportunities should be taken for the coordinator of PE to attend courses in order to keep up to date with the PE curriculum. They should then give summaries of information to the rest of the

staff and draw their attention to any new safety guidelines published by the LEA or national agencies.

CPD is delivered through the year through mentoring support in lessons from the PE leader

## **REVIEW**

This policy and its implementation will be reviewed by the P.E. Leads, the Head Teacher and the Governing Body in line with the School Development Plan (SDP).

This policy is reviewed biennially.