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## PHYSICAL EDUCATION POLICY

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**BUTTSBURY  
PRIMARY SCHOOL**

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AN ACADEMY SCHOOL

<b>Approved by:</b>	Full Trust Board
<b>Last reviewed on:</b>	Summer 2025
<b>Next review due by:</b>	Summer 2028

## 1. Aims and Objectives

- 1.1 At Buttsbury Primary School the **intent** of our Physical Education curriculum is to develop co-ordination, strength, stamina and sport specific skills. In our PE curriculum we aim to increase children's fine and gross motor skills, expose children to a wide range of sports and physical activities giving children the opportunity to learn different rules and tactics. We believe that our PE curriculum will contribute to a positive sense of well-being, a greater understanding of health and fitness, a healthy lifestyle and a feeling of self-confidence.

PE is **implemented** through a broad and balanced Physical Education curriculum at Buttsbury Primary School where children are given the opportunity to master their learning by **'applying what they have learnt to a new situation'**. These include dance, gymnastics, swimming and water safety, athletics, invasion games and outdoor adventure activities. Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in Physical Education include: acquiring and developing skills, applying skills and using tactics, evaluating and improving performance. 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 – this enables children to make informed choices about physical activity throughout their lives.

The **impact** of the PE curriculum is for children to develop a love for PE and a range of sports. PE will meet the physical, social and emotional needs of all pupils, allowing all children to succeed and achieve mastery regardless of their ability. Pupils will be able to evaluate performance and skill development of themselves and their peers.

- 1.2 The aims of PE are:

- To enable children to develop and explore physical skills with increasing control and coordination;
- To encourage children to work and play with other peers in a range of group situations;
- To develop the way children perform skills and apply rules / 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 skills or physical activities, and how to evaluate their own and others' successes and further improvements;
- To encourage children to be competitive in a safe and fair way, and to learn how to react appropriately in victory and defeat.

## 2. Teaching and learning style

- 2.1. We use a variety of teaching and learning styles in PE lessons. The school's principal aim is to develop children's knowledge, skills and understanding, doing so through a mixture of whole-class teaching and individual / group-based activities. Teachers draw attention to good

examples of individual performance as models for other children; the school strongly encourages pupils to evaluate their own work as well as the work of other children, using What Went Well (WWW) and Even Better If (EBI) models to engender this. Within lessons, pupils are given the opportunity to collaborate and compete with each other, and use a wide range of resources when doing so.

2.2. In all classes there are children of differing ability, both academic and physical, and this is recognised through the provision of suitable learning opportunities for all children. The school enables this through careful planning, which matches the challenge of the task to the ability of the individual child. Teaching is adapted to support those that need additional support and extended to provide accelerated learning for those working at the 'more able' end of the scale, with the use of appropriate resources, activities and tasks enabling this; e.g.

- Setting common tasks that are open-ended and can have a variety of results e.g. timed events, such as a 60m sprint;
- Setting tasks of increasing difficulty.
- Grouping children by ability and setting different tasks for each group e.g. during team games;
- Providing a range of challenges through the provision of different resources e.g. different gymnastic equipment

In EYFS, children take part in at least one PE lesson per week delivered by class teachers and have access to a range of fine motor and gross motor activities within class.

In KS1, the school employs professional sports coaches (Premier Education) who deliver at least one PE lesson per week for each class. The second PE lesson is delivered by class teachers.

In KS2, the school employs professional sports coaches (Winger Sports) who deliver at least one PE lesson per week for each class. The second PE lesson is delivered by class teachers.

### **3. PE curriculum planning**

3.1. PE is a foundation subject in the national curriculum; Buttsbury Primary School uses the *National Curriculum* as its basis for curriculum planning in P.E, and has adapted this to the local circumstances of the school as required. In KS1, P.E is planned around the Get Set 4 PE Scheme of Work and is aligned with the PE framework published by the DfE. The KS1 curriculum teaches children to master basic movements as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities, dances and team games. The KS2 curriculum teaches dance, gymnastics, athletics, invasion games and other outdoor activities. In Year 4, pupils also have the opportunity to spend two days on a residential trip (at Danbury). Also in Year 6, pupils have the opportunity to spend five days on a residential to the Isle of Wight.

3.2. 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, and is worked out by the PE subject leader in conjunction with teaching colleagues in each year group to ensure no overlap.

3.3. Our medium term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

3.4. Class teachers complete a short term plan for each PE lesson as part of their weekly planning across each year group. These specific lessons plans list the specific learning objectives for

each lesson and give details of how the lessons are taught (warm up, new skill, apply skill, game situation and cool down/evaluation).

- 3.5. PE activities are planned so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work (so that the children are increasingly challenged as they move up through the school).

#### **4. Early Years Foundation Stage (EYFS)**

- 4.1. During the Early Years Foundation Stage, PE is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through play movement. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

#### **5. Contribution of PE to teaching in other curriculum areas**

Children are given opportunities, where appropriate, to develop and apply their skills capability in their study of PE - particularly for listening, team work, agility, balance and co-ordination. Wherever possible, links are made to other subject areas.

- 5.1. English -

PE contributes to the teaching of speaking and listening in our school by encouraging children to describe what they have done and discuss how they might improve their performance (linking to the school's marking policy, WWW and EBI principles)

- 5.2. Maths –

PE supports the development of children's counting skills by keeping scores and collecting the correct amount of equipment for an activity.

- 5.3. Computing -

We use ICT to support PE teaching when appropriate. Video links are used to introduce a new sport or particular skill at the beginning of a lesson while children are changing, to maximise lesson time. When outdoors, children/adults can make video recordings to record their own/peer performances and use them to develop their movements and actions. Lower Key Stage can begin to evaluate the performances from the recording to improve the quality of their work. Upper Key Stage can compare and evaluate each other's performance from recordings, and use these to improve the quality of their work.

- 5.4. Personal, social and health education (PSHE) and citizenship-

PE contributes to the teaching of PSHE and citizenship by teaching children about the benefits of exercise and healthy eating and how to make informed decisions about things.

- 5.5. 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 together 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 cooperate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and each other.

## **6. Teaching PE to children with special educational needs (SEND)**

- 6.1 At Buttsbury Primary School, PE is an inclusive subject that is open to all pupils to participate within. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. We ensure that all pupils, including those with special educational needs and able, gifted and talented, are provided with appropriate support in their physical development. All pupils, irrespective of gender, ability, race and social circumstance are supported in their physical development. Adaptations to activities or equipment should be made to ensure that all pupils can participate in activities to the best of their ability. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- 6.2. When progress falls significantly outside the expected range, the child may have special educational needs - our assessment process looks at a range of factors (such as classroom organisation, teaching materials, teaching style and adaptation) so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.
- 6.3 We enable children to have access to the full range of activities involved in learning PE. Where children participate in activities outside our school (for example at another school) we carry out a risk assessment prior to the event, to ensure that the activity is safe and appropriate for all pupils.

## **7. Assessment and recording**

- 7.1. Teachers assess children's work in PE by making assessments as they observe them working during lessons. In Early Years Foundation Stage children's physical development is assessed against the DfE Development Matters Framework. In Key Stage 1, assessment is against the National Curriculum. Children's progress is measured against descriptions in the Early Learning Goals and the National Curriculum. In Key Stage 2, teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, they then make a judgement as to whether the child is working towards, has met or exceeded the expectations of each individual unit. They make note of those judgements and as a year group, they then assess twice a year using the National Curriculum statements, which helps to inform them of future planning. 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.

## **8. Resources**

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

## **9. Health and safety**

- 9.1. The general teaching requirement for health and safety applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. 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 and long hair is to be tied back. Spare hair bands are kept in the school office for children that need one.

## **10. Monitoring and review**

- 10.1. The monitoring of the standards of the children's work and the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader 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 school. The PE subject leader gives the head teacher an annual summary report in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement. The PE subject leader has specifically allocated management time in order to review evidence of the children's work and undertake lesson observations in PE teaching across the school.

## **11. Extra-curricular activities**

- 11.1. Pupil engagement and participation levels are high across all years in extra-curricular clubs resulting in a greater sense of well-being, understanding of health and fitness and an increased feeling of self-confidence.
- 11.2. The school provides a wide range of activities for children including netball, football, basketball, fencing, dodgeball, tag rugby, tennis, athletics, karate, gymnastics and dance, which take place prior to, during and at the end of the school day. In addition, activities are also run during the school holiday periods. These activities encourage children to further develop their skills in a range of activity areas. The school sends details electronically of the current club activities to parents at the beginning of the term.

The school also plays regular fixtures against other local schools and participates in area knockout competitions. This introduces a competitive element to team games and allows children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children. Children then have the opportunity to report the positive aspects and final results to other children in the school as well as their success are always shared in assembly.

## **Mastery**

Effective mastery in PE encourages all pupils, regardless of their ability, to apply a broad range of skills, across a wide range of different sports. Those who achieve mastery in PE are also able to articulate and demonstrate the importance and impact of exercise on creating and maintaining a healthy lifestyle.

Pupils who show mastery in PE are able to self-differentiate their learning by utilising a variety of materials and resources to enable them to access their learning.

Children who are working at mastery level in PE will take on the role of an expert to help support those that do not have a broad knowledge of the sport; help to develop skills through modelling techniques and share their understanding.

When children are demonstrating mastery they should be able to take the individual skills they have learnt through a sequence of lessons and apply them to game or performance scenarios, as well as transferring the skills between sports.

Pupils will evaluate performance and skill development through peer and self-assessment, giving both positive and critiquing statements, orally and written.