P.E. POLICY 2026/2027

GROWTH MINDSET:

- **Perseverence – when I am frustrated, I perservere.**
- **Resilience – I can challenge myself and push myself and others.**
- **Reflectiveness – I can look back at what worked and what didn't, on my own, in pairs or with a team.**

OLYMPIC VALUES:	SCHOOL VALUES:	SCHOOL DRIVERS:
- Excellence	- Happy	- Ambitios
- Respect	- Healthy	- Resilient
- Friendship	- Curious	- Inclusive
- Equality	- Caring	- Relevant
- Determination		- Ready
- Courage		- Progressive
- Inspiration		- Independent

We believe PE supports and develops individual children's physical competence, lifting self-esteem and personal confidence.

Aims - Our aim is to challenge each child to reach their full intellectual, creative and physical potential through providing high quality and diverse experiences, developing the 'whole' person. All children will:

- Be physically active and find enjoyment in physical activity;
- Find a lasting sense of purpose, achievement and fulfilment in physical activity;
- Develop a variety of physical skills appropriate to their ability and an understanding of how to apply them;
- Develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour and the ability to cope with success and failure;
- Develop physical skills, habits and interests that will promote a healthy lifestyle;
- Develop their skills of communication and the ability to work independently *and* with others.

Planning and Curriculum Organisation - We have developed a Curriculum map which clearly builds on previous work and achievements and which provides the opportunity for progression within a variety of different sports.

Teaching and Learning Styles - A variety of teaching styles are implemented to engage the variety of learners providing them with the opportunity to learn from visual, auditory and kinaesthetic activities. Skills and understanding are often developed as a whole class but children are encouraged to work cooperatively in groups as well as independently. 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.

Equal Opportunities

Inclusion: Providing effective learning opportunities for all pupils - We pay particular attention to ensuring there is no gender bias in equipment or in access to resources. Teachers pay attention to the equal distribution of their questioning across all groups.

Pupils with special educational needs and disability (SEND) - The planning and resourcing of PE takes account of every child and their needs. The skill and ability of each child is accounted for when differentiating the lesson. Equipment can be varied to suit the particular needs of children as well as the expected outcome of the task. Pupils with particular ability and flair for PE are extended through the use of more advanced techniques and activities are altered to ensure they offer the desired challenge.

The contribution of PE to other curriculum areas

English - Speaking and listening skills. Children are constantly challenged to discuss, question and explain their thinking and skills.

Maths – Time and number work. For example, how many star jumps can be completed in a minute, stop watch timing, etc.

ICT - Support PE teaching where appropriate, it is regularly used as a visual tool to offer examples to the children.

SMSC (Spiritual, moral, social and cultural development) - 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.

PSHE (Personal, Social and Health Education) - The work that children do outside their normal lessons encourages independent study and helps them to become increasingly responsible for their own learning. The planned activities that children do within PE encourage them to work together and respect each other's views. Children also learn about the benefits of exercise and healthy eating, making informed choices about these things.

Resources - It is the responsibility of staff to ensure that all equipment is appropriately collected and returned to/from the PE storage areas. For health and safety reasons, children should not be allowed to enter the PE stores unsupervised. PE equipment should be organised before the lesson. All equipment, especially balls, should be counted at the beginning and end of each lesson to avoid loss. As part of learning, children should be taught to carry the equipment properly to ensure safety.

Health and Safety - All children should have a PE kit in school. Children are expected to wear a white t-shirt and black shorts; black tracksuits may also be worn during outdoor lessons and in cold weather. Children must not take place in the lesson without appropriate footwear. Staff must also wear appropriate kit for PE lessons. We encourage the children to consider their own safety and the safety of others at all times. The Local Education Authority (LEA) policy is that no jewellery is to be worn for any physical activity. Staff will carry out visual checks of apparatus/equipment before the start of every lesson.

Assessment and recording - Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. Pupil voice is essential towards assessment of PE and PE lessons.

Monitoring and review - The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the Headteacher and link governor, supported by the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school. A named member of the school's governing body is briefed to overview the teaching of PE. This governor meets regularly with the PE co-ordinator to review progress.

For further explanation or clarification of any item discussed in this policy, please see the PE lead, Mrs Kennedy.

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UNITED KINGDOM
RIGHTS RESPECTING SCHOOLS

Articles 2, 3, 4, 6, 12, 13, 14, 23, 24, 28, 29, 30 and 31