

Approved: Autumn 2025
Review: Autumn 2027
Website Policy

THE GLEBE PRIMARY SCHOOL

PE Policy



The Glebe Primary School

Physical Education (P.E.) Policy

The Glebe Primary School is a Rights Respecting School.

Rationale: We believe that children learn best in different ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

This policy was updated in November 2025 by Naomi Hunt the P.E. subject leader in conjunction with teaching staff and school governors.

1. Aims and Objectives:

1.1 Physical Education develops 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, gymnastics, games, 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 it promotes a positive attitude towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

1.2 The objectives of teaching P.E. in The Glebe Primary School are:

- To enable children to develop and explore physical skills with increasing control and coordination;
- To encourage children to work and play with others in a range of group situations;
- To develop the way children perform skills, applying rules and conventions, for different activities;
- To show children how 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.

2 Teaching and Learning Style

2.1 At The Glebe Primary School we use a variety of teaching and learning styles in P.E. 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 or 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, and they have the opportunity to use a wide range of resources and equipment.

2.2 In all classes, children have a wide range of physical abilities. 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 80m sprint)
- 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).
- Using the STEP approach (space, task, equipment, people) to so that children can begin to understand how to adapt their own learning.

Throughout the teaching and learning of P.E. in KS1 and KS2, teachers should bear in mind the general requirements for Physical Education as given in the National Curriculum with particular reference to pupil's involvement in the continuous process of planning, performing and evaluating.

2.3 When using the lesson plans, do:

- Ensure that children change clothes and especially shoes for P.E.
- Set an example by wearing PE clothes. Wearing supplied PE clothing and change your own footwear.
- Ensure that children remove jewellery, including watches and rings.
- Ensure there is a note/message from a parent or doctor for children wishing to be excused from P.E.
- Familiarise yourself with the lesson content and organisation.
- Aim for continuity; follow the scheme of planning as this is bespoke to our school.
- Note that the time allocated is teaching time i.e. not changing time. Children should arrive at school in PE Kit.
- Follow lesson format warming up, skills, cool down.
- Insist that the children play a major role in the organisation of equipment for the lesson.
- Check the safety of the environment.
- Give the children opportunities to participate in the process of planning, performing and evaluating.
- Repeat tasks to facilitate skill acquisition.

DO NOT

- Use exclusion from P.E. as a form of punishment.

2.4 Assessment and record keeping

In Physical Education a child's knowledge, skills and understanding are revealed in the quality of his /her:

- Practical skilled performances in various activities;
- Compositions, sequences and dances devised;
- Evaluations of personal performances as well as those of others.

2.5 The key assessment tool in P.E. is observation. Where possible notes should be added to the PE Platform assessment system.-Children should evaluate their work, and photos/videos could be used to help them reflect on their progress.

The lesson plan is also fundamentally important to this process in order for the teacher to identify achievement in terms of the lesson objectives. At the end of each school term the children will be assessed depending on whether they are Working towards, Expected or Greater Depth for a particular area that has been taught within that term. This termly assessment of each topic will then be used to inform end of year assessments.

3 P.E curriculum planning at The Glebe Primary School

3.1 The Foundation Stage

Children work towards the objectives set out in the Early Years and Foundation Stage Development Matters document, which underpin the curriculum planning for children aged three to five years of age. During the Foundation stage, children improve their skills of co-ordination, control, manipulation and movement. They learn through being active and interactive and they use their senses.

In this stage children are given appropriate physical challenges both indoor and outdoor to develop their fine and large motor skills and spatial awareness. They are introduced to the language of movement.

3.2 Key Stage Overview

In each year group, pupils are taught seven areas of activity:

1. Attack v Defence (Games)
2. Gymnastics
3. Dance
4. Ball Skills
5. Athletics
6. Health and Well Being
7. OAA

At our school, pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement.

They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

Pupils are taught in the same seven areas, with a further emphasis on specific sports/games:

<ol style="list-style-type: none"> 1. Attack v Defence (Games) 2. Gymnastics 3. Dance 4. Ball Skills 5. Athletics 6. Health and Well Being 7. OAA 	<p>Sports Covered:</p> <ul style="list-style-type: none"> Netball Tag Rugby Cricket Rounders Handball Tennis Badminton Basketball Hockey Football
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3.3 P.E. is a foundation subject in the National Curriculum. The curriculum planning in P.E. is carried out in two phases (long term and medium term). The long-term plan maps out the P.E. activities covered in each term during the key stage. The P.E. subject leader devises this plan in conjunction with teaching colleagues in each year group using the planning platform Complete PE.

3.4 To enable the activities to be taught, medium and short-term planning is taken from The Complete PE planning format. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans, adapting where appropriate.

3.5 The class teachers follow and adapt the planning for each P.E. lesson listing the specific learning objectives and expected outcomes, also details of how each lesson will be taught. The class teacher and subject leader discuss them on an informal basis. The subject leader is responsible for keeping and reviewing these plans.

3.6 We plan the P.E. activities 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 progressions planned into scheme of work, so that the children are increasingly challenged as they move up the school.

4 Contribution of P.E. to teaching in other curriculum areas at The Glebe Primary School

4.1 English

P.E. contributes to the teaching of English in our school by encouraging children to reflect what they have done, and to discuss how they might improve their performance. Oracy is therefore built into the curriculum.

4.2 Personal, social and health education (PSHE) and citizenship

P.E. contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Children complete topics such as health-related exercise, which provide them with strategies for becoming healthy individuals.

4.3 Spiritual, moral, social and cultural development

The teaching of P.E 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. Children feedback to other groups, saying what they did well and ideas for how they could improve. 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.

4.4 PE and Computing

Computing enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics children can take digital photographs and make video recordings of their performance, and use them to develop their movements and actions. Complete PE, and other agreed websites, can be used to show children examples of good practice linked to their units of work. Music composed on the computer is sometimes used for creative dance and for motivating factors in topics like health-related exercise. Children compare each

other's performances from recordings, and use these to improve the quality of their own work. A digital camera or iPad is often used in many areas to keep a record of experiences during indoor and outdoor activities.

4.5 PE and inclusion

We teach PE to all children, whatever their ability or individual needs. P.E. forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our P.E. teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

4.6 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors - equipment, teaching style, differentiation - so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

4.7 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

4.8 We enable all pupils to have access to the full range of activities involved in learning P.E. Where children are to participate in activities outside our school (a sports event at another school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

5 Entitlement

5.1 Each class is timetabled weekly for physical education to meet with the legal requirements of the National Curriculum that every child is entitled to at least two hours of high-quality physical education every week. Classes have two PE lessons per week in school, one is curriculum based and the other is an enrichment activity. Swimming is currently being taught in a block. Children receive 1 swimming lesson every day for two weeks. In the foundation stage children have 1 P.E. lesson and at least 2 hours of outdoor structured play per week.

6 Assessment for learning

6.1 At The Glebe Primary School teachers assess children's work in P.E. by making assessments as they observe them working during lessons. Children are also encouraged to evaluate their own work and to suggest ways to improve. Teachers 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 those objectives. Teachers record this information on our end of unit assessment sheets, where they are assessed as either Working towards, Expected or Greater depth. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents. The current teacher passes this information on to the following teacher at the end of each year in the pupil's records of achievement.

6.2 The PE subject leader keeps evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of P.E. activity in each year of the school. Teachers meet regularly to review individual evidence of children's work.

7 Resources

7.1 At The Glebe Primary School there is a wide range of resources to support the teaching of P.E. across the school. We keep most of our equipment in the P.E. stores, and this is accessible only to the staff, sports leaders and class PE monitors. The 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 so doing, the children learn to handle equipment safely. The children use the school field or playground for games and athletics activities, and the local swimming pool for swimming lessons.

7.2 Funds from the Sports Premium are also used when necessary to replenish PE equipment to ensure high quality P.E. lessons can take place.

8 Health and Safety

8.1 It is the general teaching requirement for health and safety that 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 P.E 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 P.E. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity. All members of staff are familiar with the book, "Safe Practice in Physical Education," (B.A.A.L.P.E.) and they know that for reference purposes the school's edition is kept in the staff room. Lessons are carried out with safety in mind and all members of staff are familiar with the current risk assessment.

9 Extra-curricular activities

9.1 The Glebe Primary School appreciates the importance and value of extra-curricular clubs and events and welcomes the participation in them. The school provides an extensive range of P.E. related activities for children at the end of the school day. 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 each term and parents can sign up to these via the school gateway. Some after school provision is ran by trusted, external companies to a high standard. Parents support is vital, as is good communication in order for successful and well-organised events to take place. These opportunities foster a sense of team spirit and cooperation amongst our children.

9.2 A 'Sports Day' is held each year which includes a variety of competitive and team activities. All children participate in the events with their class or Key Stage. Parents and carers are invited along to watch and support the children. No scoring is used during our sports day events, in line with our rationale that all children learn in different ways. This event is to celebrate the success of children's sporting achievements, not matter how different they may be.

12 AOTT's

12.1 Adults other than teachers are very valued. Specialist coaches come into school to work with the children in extra-curricular clubs, their expertise is respected and valued by children and other members of staff. Specialist coaches are also used to lead P.E. lessons on occasion. They not only develop children's abilities but also upskill the teachers by allowing the teachers to observe their methods or to 'team teach'. When this is the case, the planning from these shared sessions is left with that member of staff for them to develop and use again when next teaching that unit of work.

13 Staffing and staff development

13.1 Staff are encouraged to go on courses for their continued professional development. Emails are sent out from the PE Coordinator informing staff of potential PD opportunities.

14 Leadership and management roles

14.1 Naomi Hunt is responsible for leading Physical Education throughout the school and is responsible for ensuring high quality teaching and learning in PE is taking place. This involves lesson observations of staff, planning scrutiny for coverage and the distribution and investment of the Sports Premium Funding. A school development plan is completed every year to ensure that new targets are being set and achieved to drive the subject forward.

Additional duties include ordering and allocating resources, organisation of the School Sports Day, ensuring a broad range of after school clubs are taking place and organising tournaments and competitions for the children to attend.

15 Celebration of achievement

15.1 Assemblies are used to help celebrate the success of the children. Swimming certificates are given out in assembly to celebrate the success of the children who have achieved and to encourage the children who are working towards a certificate to keep trying. Special awards related to P.E are presented during an assembly on a half termly basis based around the School Game Values. They are awarded for things such as respect, self-belief, determination etc. The children find out about the results of extra-curricular matches and their participation and achievement is celebrated.

16 Sports Premium Funding

- 16.1 The Governors have agreed, alongside the Head Teacher and the Subject Leader, that the Sports Premium Funding must be used so that: all children benefit regardless of sporting ability; that children are given the opportunity to compete in advanced tournaments; that staff have access to training opportunities and continued professional development; that children benefit from using appropriate equipment and resources.
- 16.2 We are committed to using the funds for the following to aid progress in these areas:
- Hiring specialist PE teachers and coaches to work alongside teachers to upskill them in a variety of PE disciplines
 - Providing additional opportunities for children to take part in competitive sport through buying into the Stockton School Sport Partnership
 - Providing places for pupils at a range of after school clubs
 - Replacement and upgrading of PE resources, equipment and storage.
 - To allow for varied opportunities in a variety of sports through links with local community sports clubs.
- 17 **Monitoring and review**
- 17.1 The monitoring of the standards of children's work and of the quality of teaching in P.E. is the responsibility of the P.E. 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. The subject leader gives the head teacher a report in which she evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement.
- 17.2 This policy will be reviewed at least every two years.

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P.E. Policy

This Policy has been approved at a meeting of the Governing Body of the Glebe Primary School

On: December 2025

To be Reviewed: Autumn 2027

Chair of Governors: Gill Broome