



Southglade Primary School

Physical Education Policy

September 2025

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Vision Statement

At Southglade Primary and Nursery school we believe that a high quality PE curriculum should be an integral part of the whole school curriculum. Through physical education children learn to develop important qualities of discipline, resilience, communication, team work and ambition. Pupils develop fundamental skills and the competence to excel in a range of activities through a broad curriculum. The skills set learnt through sport are transferrable and add to character building. Physical education encourages children to be physically active and lead a healthy lifestyle. Children learn through a diverse PE curriculum how to live a healthy lifestyle and the impact of this on their future. Physical education at Southglade is both inclusive and progressive, children of all abilities can access the curriculum and a range of sports. We ensure children are provided with many opportunities for competition and a wide range of after school clubs. Participation in clubs and competition creates higher self-esteem and a positive attitude towards sport. Engagement in physical education leads to better concentration and academic outcomes. At Southglade we aim to enrich, enable and extend learning through physical education.

Aims

Our aims are for all children to:

- Possess a wide experience of physical activities in the National Curriculum
- Be physically active and enjoy physical activity
- Develop physical skills, habits and interests that promote a healthy lifestyle
- Develop positive attitudes to physical education including perseverance and sporting behaviour and an ability to cope with success and failure
- Learn how to co-operate with each other and work successfully in pairs, groups and teams.
- Learn how physical exercise affects the body
- Understand how to practice PE in a safe way and how to achieve this
- Be able to swim proficiently and to understand basic survival and lifesaving skills
- Be given the opportunity to develop leadership skills
- Think in different ways to suit a wide variety of creative, competitive and challenging activities

Role of PE coordinator

- To be responsible for the planning and development of the curriculum in PE in the school
- To co-ordinate the program of teaching PE across school
- To ensure progression and continuity from foundation stage through to the end of Key Stage 2
- To support and assist colleagues in teaching PE
- To organise afterschool clubs and enrichment opportunities
- To line manage the PE coach
- To enable children to take part in competitions
- To complete the Sports Premium Funding Report

Curriculum Content and Aims

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

Foundation Stage children should be taught to:

- **Building Relationships ELG:** work and play cooperatively and take turns with others;
- **Physical Development ELG:** (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.
- **Being Imaginative and Expressive ELG:** Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
- **Self-Regulation ELG:** Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
- Children in the Foundation Stage access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area.

KS1 children 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

KS2 children 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

In swimming children 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

Our school swimming data is recorded and published on our school website as this is a requirement from the government, this data refers to the percentage of Year 6 pupils who have met the national curriculum requirements relating to swimming and water safety. This data can be found included in the Sport and PE Premium report. This is also submitted online at the end of the academic year to the Department for Education.

Teaching and Learning

The Government recommends two hours of high quality PE a week. Swimming is taught in years 4, 5 and 6 for one hour a week for a minimum of 6 weeks per class. In addition, there are opportunities for all children to join in a variety of extra-curricular sports clubs run by staff and enrichment opportunities lead by external agencies. This gives them the opportunity to develop their skills, enjoy performance and encourage sport as part of a healthy lifestyle. Opportunity and provision in PE and extra-curricular activities will be planned and delivered to meet the needs of all pupils. Differentiation should enable all pupils to achieve the best of their ability. Differentiation can be catered for in a range of ways, such as; grouping children by ability and setting different tasks for each group, providing a range of challenges through the provision of a variety of appropriate resources / equipment, individual, paired and group work, providing extension activities or more skills based activities for higher ability children. Staff should ensure that their planning follows the PE curriculum overview (see appendices). A PE progression ladder is used to help plan PE lessons across school to ensure there is a clear progression and PE lessons meet the curriculum aims for the appropriate year group. The progression of PE areas can be viewed in our PE road maps. Teachers also have access to the PE Hub scheme of learning to support their teaching of PE and ensure progression between year groups. PE lessons should include a warm up and cool down as part of every lesson.

Inclusion

- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.

Assessment and Recording

For assessment in PE teachers are provided with a profile page (see appendices) for what an expected standard of physical education looks like for a child of that age. Staff should be able to use this document to identify the pupils in their class who are at the expected standard for physical education. Teachers assess children's work in PE by making assessments as they observe the children working during lessons. In EYFS physical development levels and progress are recorded by the staff for each child.

Equipment and Resources

We have a wide range of resources to support the teaching of PE across the school. All equipment is kept in the PE cupboard. Apparatus and mats are stored in the halls. Apparatus and mats are checked regularly for safety and repaired or replaced when necessary.

PE Kit and Participation

Pupils should change into a kit of black shorts and a white t-shirt which is different from their uniform. Children should also bring suitable footwear for outdoor activities. All jewellery should be removed prior to PE lessons and long hair tied back. Children who are persistently without their kit should be reminded of the importance of PE and if necessary, a letter should be sent home, asking their parents for cooperation. There is an expectation that all children will take part and where needed, class teachers will ensure a PE kit is available. Children should only miss PE lessons on health grounds when it is requested by their parents either directly or by a letter to school.

School Sports Premium

The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds. The funding report is posted on the school website and uploaded to the DfE gateway.

Health and Safety

All staff have a duty in safeguarding children and ensuring they are safe and in a safe environment. Pupils are taught how to improve their own abilities to assess risks. First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident. Inhalers for pupils suffering from asthma are made readily accessible. Annual external checks are made on all equipment and repaired or replaced if needed. The subject leader makes regular visual checks for wear and tear of equipment and all staff are responsible for reporting to the subject leader if any items show wear and tear. Any items constituting a danger are taken out of use immediately. Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult. Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery. Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over. Pupils wear suitable footwear when travelling to and from the hall. If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground. Throughout the school phases, children will be taught how to lift, carry, assemble and use equipment safely. For swimming lessons, the teacher and the local authority staff should check the pool environment before each session before entering the pool. We use 'Safe Practice in Physical Education, School Sport & Physical Activity' as a guide to help protect our students and staff from potential risks. This guide contains extensive information about what is considered best practice and provides the basis for health and safety in physical education.

Appendices

PE Curriculum Overview*

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Dance	Gymnastics	Body Management	Speed Agility Travel	Manipulation & Coordination	Cooperate & Solve Problems
Year 1	Dance	Gymnastics	Hit Catch Run Send and Return	Attack Defend Shoot	Outdoor Adventurous Games	Run Jump Throw
Year 2	Dance	Gymnastics	Hit Catch Run Send and Return	Attack Defend Shoot	Outdoor Adventurous Games	Run Jump Throw
Year 3	Dance	Gymnastics	Invasion Games	Invasion Games	Outdoor Adventurous Games	Athletics
Year 4	Dance Swimming	Gymnastics Swimming	Invasion Games	Invasion Games	Outdoor Adventurous Games	Athletics
Year 5	Dance	Gymnastics	Invasion Games Swimming	Invasion Games Swimming	Outdoor Adventurous Games	Athletics
Year 6	Dance	Gymnastics	Invasion Games	Invasion Games	Outdoor Adventurous Games Swimming	Athletics Swimming

**There may be some slight changes to the order of sports taught during the academic years 2025-2026 due to have a new build and changes to outdoor and indoor suitable PE spaces but all units are covered throughout the academic year*

PE Profile for Assessment – Year 1 Example

Year 1 PE Profile

National Curriculum

- 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.

Run, Jump, Throw

- Waiting for your turn
- Start and stop at speed
- Run in straight lines
- Throw for distance
- Handle and throw a variety of objects
- Develop stamina
- Use various jumps to take off and land

Hit, Catch, Run

- Track and stop balls
- To catch a medium sized ball from a short distance
- Run between bases
- Send a ball into a space
- Intercept and retrieve a ball
- Retrieve and return a ball to a base
- Catch a ball from the air in a game

Attack, Defend, Shoot

- Changes direction
- Roll, slide or throw with accuracy
- Catch a thrown ball
- Begin to engage in competitive sports
- Attack and defend in a game
- Judge where and when to move

Send and Return

- Move towards a moving ball with a bat
- Apply skills to win points
- Send an object using a bat
- Feed a ball to a partner to be hit
- Play with a range of equipment
- Send and return an object in a rally

Dance

- Understand a dance has a start, middle and end
- Explore space with movements
- Perform basic body movements
- Repeat simple patterns
- Use concepts such as mirroring
- Move with control
- Tap into emotions to respond to the feelings in the music

Gymnastics

- Perform a simple sequence including rolling, travelling, climbing, balancing and jumping
- Move on and off and over an object
- Perform in time with unison
- Take and transfer weight on hands
- Show spinning and rocking in short sequences