



PE Policy

At St John's we are Loved by God - Learning with Jesus - Living by the Spirit.

1 Introduction

At St. John's CEVA Primary School, we are committed to providing all children with opportunities to engage in Physical Education and Sport. We are also committed to giving children the opportunity to be active across the curriculum. This policy reflects St. John's values in relation to the teaching and learning of PE.

2 Aims and Objectives

- 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 in which children perform skills and apply rules of 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.

We will achieve this by following three big ideas, which underpin our PE curriculum.

**see Appendix 1*

- **Hands** (Doing): How we can use our bodies to help us to perform at our individual best with safety and effectiveness.
- **Head** (Thinking): To gain a great knowledge in strategies and tactics that we can use to assist in enhancing our own performance and team performances.
- **Heart** (Feeling): Emotional understanding and the capability to evaluate and improve individually and within a team.

3 Curriculum Organisation

- The PE curriculum is taught through the use of a specialist P.E coach and Get Set 4 PE planning which is used as guidance for class teachers.
- Each class has access to two hours of high quality physical activity every week. This is taught either by the Class Teacher or by our specialist P.E Coach.
- Teachers are expected to observe our specialist P.E coach during the year to ensure that they are developing their knowledge of teaching PE.
- Lessons are planned alongside subject-specific progression maps to ensure that children are given the opportunity to build on their prior learning.
- We offer a range of sports clubs run by our specialist coach and other outside providers.
- We also offer the opportunity for our children to compete in school games where our children can compete against other schools.

- Play leaders and Midday Supervisors support and encourage lunchtime games and physical activity.
- Children have access to an outdoor gym, trim trail, pirate ship, table tennis area & various toys and equipment that encourage physical movement.
- Link knowledge from different units across different sports.
- Include cultural capital by linking skills we will teach to jobs, sports heroes/teams & current sporting affairs happening in the world at that given time.
- Staff use positive language to develop personal confidence.
- Swimming lessons for years 5 and 6 are provided by qualified swimming teachers.
- Through the South Suffolk School Games and IPSAA schools links, the children are given regular opportunities to participate in inter-school sporting activities. School staff accompany the teams to these events.

4 Curriculum Planning

The Long-Term Plan**see Appendix 2* maps out the PE activities covered by each class. Staff may reorganise/adjust this plan as they see fit, or to fit in with other topics.

The PE activities are planned so that they build upon the prior learning of the children. There are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. There is also progression planned into the scheme of work, so that the children are increasingly challenged as their skills develop.

5 Inclusion

- All children will included in the physical education programme unless advised by a medical professional.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children may undertake differentiated activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and reasonable adjustments will be made to take into account the individual needs of pupils.
- Where a child has an identified visual special educational need, i.e. colour blindness, we will make reasonable adjustments to vary the choice of colours used for bibs, cones, hoops and other resources.

6 Assessment for Learning

Formative Assessments: In the moment, ongoing assessments during each PE lesson. They will take many different forms but mostly consist of:

- **Questioning** – In every lesson, the children will be asked various questions linked to the learning and previous learning. The questions are designed to deepen and broaden the children’s understanding/ knowledge.

- **Low stake quizzing** – much like questioning, an informal quiz within the lesson of what we have learnt so far to ensure we put all the skills we are learning across the terms into every lesson.
- **Feedback** - Throughout the lessons, staff will give positive and constructive feedback to pupils.
- **Address misconceptions** – This may be achieved through feedback and by staff showing visual demonstrations/videos of the correct techniques required.

Summative Assessments: These are the assessments carried out by both the Class Teacher and the Sports Coach at the end of each unit against the Head, Heart and Hands model.

Teachers can upload this data to INSIGHT and the subject leader will review this annually, to help inform strategic direction for the subject.

In the Summer Term Reports, the Class Teachers will indicate where each child is within the curriculum stating if they are above expected, expected, or working towards expected.

7 Resources

There are a wide range of resources to support the teaching of PE across the school which all classes have access to. The children are given opportunities to help set up and put away equipment as part of their lessons. By so doing, the children learn to handle equipment safely. The children use the school field and playgrounds for games and athletics activities, and a local swimming pool for swimming lessons.

8 Health and Safety

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and there will be staff on site who are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are kept on site or go with children to sporting events off site.
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment and all large items of equipment are inspected annually by an independent safety expert.
- The subject leader makes regular visual checks for wear and tear and security of major items, 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.

9 Extra-curricular activities

The school provides a range of PE-related activities for children to provide opportunities to further develop their skills in a range of activities. The school publishes details of the current club activities for parents and carers at the beginning of each half term. The school also plays regular fixtures and/or tournaments against other local schools.

10 Monitoring and Review

The coordination and planning of the PE curriculum is the responsibility of the Subject Leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject.
- Gives the Headteacher an annual report in which they update on the strategic lead and direction for the subject.

This policy will be reviewed at least every three years.

11 Responsibilities of the Governing Body

As well as fulfilling their legal obligations, the governing body should also make sure that:

- all pupils make progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.
- the religious ethos of the school is maintained and developed.

12 Linked Policies

Due to the focus and purpose of this policy, there are also direct and intrinsic links to the following:

- Curriculum Policy
- SEN Policy
- Behaviour and Discipline Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Collective Worship Policy

- SMSC Policy
- SRE Policy
- Equalities Policy
- Science Policy

Please also refer to those named policies for more comprehensive information.

Signed: Mr W Hopkins

		Date
Version	2.1	
Drafted by	Ms Kayleigh O’Grady	01.07.2023
Updated by	Mr W Hopkins	18.01.2024
Reviewed by	All Staff	
Approved by	Curriculum Cttee	
Ratified by	Governing Body	
Review period	3 years	
Date of Review	January 2027	20.01.2027

Appendix 1: Head, Heart, Hands Model

Appendix 2: PE Long Term Plan

Appendix 1: Head, Heart, Hands Model



Head
Thinking Skills
(what and why)

Hands
Skills and Application

Heart
Motivation and
Effort

Appendix 2: PE Long Term Plan

KEY STAGE 1

TERMLY OVERVIEW		Reception	Year 1	Year 2
Autumn 1	Class Teacher	Fundamental Skills	Dance	Dance
	Sports Coach	Introduction to PE	Tag Rugby (Key skills)	Advance Tag Rugby (Key skills)
Autumn 2	Class Teacher	Fundamental Skills	Dance	Dance
	Sports Coach	Basketball (Key skills)	Basketball (Key skills)	Advance Basketball (Key skills)
Spring 1	Class Teacher	Dance	Gymnastics	Gymnastics
	Sports Coach	Dodgeball	Dodgeball	Dodgeball
Spring 2	Class Teacher	Dance	Fundamental Skills	Fundamental Skills
	Sports Coach	Hockey / Football (Key Skills)	Hockey / Football (Key Skills)	Advance Hockey / Football (Key Skills)
Summer 1	Class Teacher	Gymnastics	Team Building	Team Building
	Sports Coach	Sports Day Practice (Athletics)	Sports Day Practice (Athletics)	Sports Day Practice (Athletics)
Summer 2	Class Teacher	Gymnastics	Net and Wall	Net and Wall
	Sports Coach	Cricket (Key Skills)	Cricket (Key Skills)	Advanced Cricket (Key Skills)

KEY STAGE 2

Term		Year 3	Year 4	Year 5	Year 6
Autumn 1	Class Teacher	Dance	Dance	Dance	Dance
	Sports Coach	Tag Rugby	Tag Rugby	Tag Rugby	Tag Rugby
Autumn 2	Class Teacher	Dance	Dance	Dance	Dance
	Sports Coach	Basketball	Basketball	Basketball	Basketball
Spring 1	Class Teacher	Gymnastics	Gymnastics	Gymnastics	Gymnastics
	Sports Coach	Netball	Netball	Netball	Netball
Spring 2	Class Teacher	OAA	OAA	OAA	OAA
	Sports Coach	Hockey / Football	Hockey / Football	Hockey / Football	Hockey / Football
Summer 1	Class Teacher	Athletics	Athletics	Athletics	Athletics
	Sports Coach	Cricket/ Athletics	Cricket/ Athletics	Cricket/ Athletics	Cricket/ Athletics
Summer 2	Class Teacher	Tennis	Tennis	Tennis / Swimming	Swimming
	Sports Coach	Rounders	Rounders	Rounders	Rounders