



Dream, Believe, Achieve

"All things are possible." Mark 9:23

Physical Education Policy

School Address	Bank Road Pilning South Gloucestershire BS35 4JG
School Contact Number	01454 631137

1. Aims of our PE Curriculum

At St Peter's we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning. Our objectives in the teaching of PE align with the National Curriculum.

2. Physical Education in the National Curriculum

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

3. Aims of the National Curriculum

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.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

4. Subject Content in Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils 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.

5. Subject Content in Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils 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.

6. Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils 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.

7. Teaching and Learning

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

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. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children

to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

All children at St Peter's access two PE sessions a week either taught by their class teacher or our Forever Sport coaches (see Bristol Sport section). Teaching assistants are used to support children if and when it is necessary to meet the needs of the children in the class.

8. Bristol Sport

St Peter's have a long standing and great partnership with Bristol Sport Foundation and we access the 'Forever Sport' programme. The Forever Sport programme aims to help primary schools deliver the best in Physical Education (PE) and sports coaching, with sport specialists and programmes which upskill staff.

Every Tuesday and Wednesday, Bristol Sport coaches deliver high quality sports coaching and lessons to all year groups in the school. During this time, children are given opportunities to learn, develop and apply new skills to a sports game and activity. As well as this, Bristol Sport run a variety of curriculum programmes such as: Sums and Scrums, Health Squad and Active Maths. In addition, Bristol Sport specialist coaches run teacher mentoring programmes that aim to upskill and develop confidence, knowledge and skill of all staff in teaching PE and sport.

Finally, at St Peter's we encourage children to be as physically active as they can be and offer lunchtime clubs to support this. Our Bristol Sport head coach runs the clubs.

9. Clubs and Sporting Events

At St Peter's, our teachers run a range of after school clubs such as football and netball. The clubs available change every term and many coincide with the sporting events and competitions we have coming up in the school calendar. We attend a range of competitions and events including the indoor league football matches, netball tournaments, cricket tournaments, Jailbreak competitions and many more.

In addition to the teacher run clubs, Bristol Sport also run a variety of clubs at St Peter's across the duration of the school year. Bristol Sport also invite St Peter's to many sporting events such as 'We Love Sport' event which has been held at Ashton Gate Stadium.

Finally, we also have connections with some local sports coaches who come in and run sessions after school.

10. Assessment

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers. These are used at the end of each PE unit (long term) to assess the pupils' knowledge and skills progression and outcomes.

11. Monitoring and Reviewing

The planning and coordination of the teaching of PE is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, providing a strategic lead and direction;
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires;
- Reviews evidence of the children's work and observes PE lessons

The quality of teaching and learning in PE is monitored and evaluated by the subject leader and is overseen by the senior leadership team.

11. Health and Safety

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma. Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy is effective. Our School provides an appropriate PE kit for all children and keeps spare sets in school.

- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga.
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in.
- Equipment and apparatus are stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.

Teaching staff should be appropriately dressed to teach PE. We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment as necessary. Risk Assessments are in place for all school sporting trips.

Date	Reason re-issued	Version
March 2025	Updated	March 2025

12. Policy Agreed:

At the meeting of the Quality of Education Committee on 24 April 2025

Next Review: March 2028

This policy should be read in conjunction with The Equalities Act 2010

<https://www.gov.uk/guidance/equality-act-2010-guidance>