



Physical Education (PE) Policy

Date Written / Reviewed	September 2026
Date of Next Review	September 2029
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Chair of Governors	<i>M Hopkins</i>

Intent

At Delph Primary School, we aim to nurture well-rounded, resilient individuals who show respect, tolerance and kindness towards others, and who make a positive contribution to both their local community and the wider world. Our curriculum is designed to support this vision by fostering a lifelong love of learning and equipping children with the knowledge, skills and confidence they need for the future through engaging, challenging and enriching experiences both inside and outside the classroom.

Our Physical Education (PE) curriculum is carefully planned and sequenced from Reception to Year 6, ensuring that children progressively build upon prior knowledge and develop key skills over time. Teaching is underpinned by high expectations, strong subject knowledge and appropriately challenging learning opportunities, informed by ongoing assessment and a secure understanding of each child's needs. Effective feedback supports children in refining and improving their performance, while pupils demonstrate positive attitudes to learning, motivation to succeed and sustained engagement within lessons.

Aims

Delph Primary School believes that PE is essential to the development of the whole child-academically, socially, emotionally, spiritually and physically.

"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."

(Physical Education Programmes of Study, National Curriculum in England, 2014)

The national curriculum for physical education aims to ensure that all pupils:

- *develop competence of skills 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.*

Implementation- Teaching & Learning

At Delph Primary School, our PE curriculum is fully inclusive and designed to ensure that all pupils, regardless of ability, can access and enjoy a wide range of physical activities. We encourage children to be physically active for sustained periods of time, helping them to develop healthy lifestyles and positive attitudes towards physical activity from an early age.

Children from Reception to Year 6 take part in at least two PE lessons each week. Our curriculum is based on the National Curriculum and is carefully planned to ensure progression in knowledge, skills and understanding across all year groups. Through a broad range of activities, children develop and apply

fundamental movement skills such as running, jumping, throwing, catching, balance and coordination. Pupils also experience dance, gymnastics, fitness activities, outdoor and adventurous challenges, and a variety of competitive sports and games including football, cricket, badminton and netball.

Subject-specific vocabulary is taught and revisited throughout lessons to develop children's understanding and confidence when discussing PE and sport. Vocabulary is carefully adapted to support and challenge all learners appropriately.

Our PE curriculum aims to develop children's confidence, resilience, teamwork and respect for others, while encouraging them to recognise and appreciate both their own strengths and those of others. Pupils have opportunities to take part in competitive sport within school and against other schools through inter-school and intra-school competitions.

Through PE, children develop not only their physical health and fitness, but also important personal qualities and wider skills including communication, creativity, problem-solving, leadership and cooperation. Children who demonstrate particular strengths or enthusiasm in sport are encouraged to further develop their talents through extra-curricular clubs and sporting opportunities within the wider community. These achievements are celebrated within school.

Physical activity at Delph Primary School extends beyond PE lessons. We offer a range of extra-curricular activities after school, alongside opportunities for outdoor learning across the school.

Through our Dovestone Learning Partnership (DLP) and sporting links, children are given opportunities to participate in a variety of sporting events, festivals and competitions. Older pupils may also take on leadership responsibilities, helping to develop confidence, teamwork, cooperation and respect within a positive and motivating environment.

Impact

Our curriculum aims to improve the wellbeing and fitness of all children at Delph Primary School, not only through the development of sporting skills, but also through the values and positive attitudes that Physical Education promotes. Within lessons, children are taught self-discipline, resilience and determination, while understanding the importance of taking responsibility for their own health, fitness and wellbeing. Through a range of sporting experiences, enrichment opportunities and extra-curricular activities, we prepare children for continued participation in sport and physical activity as they move into secondary education and beyond. Our aim is to inspire and motivate children to apply these lifelong skills independently and confidently so they can lead happy, healthy and active lives now and in the future.

Roles & responsibilities

The teaching staff comprises of the head teacher, full-time teachers and teaching assistants who work alongside the teachers.

All teachers take their classes for Physical Education. Sports Premium Funding is mainly used for specialist PE teachers and coaches to develop staff CPD, confidence and competence in teaching outstanding PE lessons.

The PE Coordinator is responsible for:

- Completing, monitoring and evaluating the PE policy.
- Organisation, care and ordering of PE equipment.
- Making decisions about INSET provision and extra-curricular activities.
- Planning a PE programme and revision of scheme of work as appropriate.
- Ensuring an annual action plan is set up and monitored and evaluated as appropriate.
- Monitoring the use and impact of Sport Premium Grant funding.

Resources and Provision

- The areas available for P.E are the hall, KS1 playground/KS2 playground and the field.
- We have a range of gymnastic equipment available which includes fixed apparatus, moveable apparatus, benches and mats.
- We have a blue tooth speaker for dance lessons.

- We have a wide range of small games and multi-sports equipment. Full sports equipment is also available.
- We have the use of Saddleworth Pool and Leisure Centre for one hour each week (Years 3 -6 use this facility).
- Links with the Dovestone Learning Partnership, Saddleworth sports clubs, Saddleworth Secondary School, Oldham Athletic in the Community and Saddleworth Dance School, allow children to participate in festivals, events and competitions with other local schools, gaining the benefit of the facilities and coaches.

Planning

The scheme of work for each area of PE has been developed by the subject leader, class teachers and the Sports Premium PE specialist to fit the 2014 National Curriculum. The scheme of work follows a long term plan for each class. The School Long Term Plan demonstrates the units of work studied in each half term and key stage.

Progression of Skills

Over the course of the school year, children in Key Stage 1 are 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.

Key Stage 2 children are taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- 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.

- Children in Years 3 and 4 are taught: To swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively, perform safe self-rescue in different water-based situations.

Across the course of a school year, a wide range of extra-curriculum activities occur to allow pupils to further participate in sport.

Safe Participation in PE

The participation in PE, games and swimming is essential and lost learning within this area can result in pupils making up any lost time, during break or lunch times, as they would with any other subject.

- If a child is asked not to participate in a session (or part of a session) because of their unsafe behaviour, they will be required to make up the lost learning time during break / lunch times.
- If a child is unable to participate due to health reasons (including swimming lessons), confirmation from a parent/carer should be shared with the school office. This ensures that non-participation is authorised and allows us to establish how children can still be supported. Where possible, pupils will engage in a 'safe' activity alongside peers i.e. referee a game, keep scores / times, organise equipment, assist in AfL etc.
- If a pupil is unable to participate in PE because they have no kit, children will be offered any available spare school kit.
- In order to maximise participation in physical activities, pupils should keep an indoor and outdoor PE kit in school at all times. Whilst class teachers aim to keep parents informed of when weekly PE sessions are, they sometimes have to be changed due to bad weather or timetable issues.

Health and Safety

- As referenced in our Uniform Policy, children must wear suitable clothing for PE – well-fitting shorts/t-shirt/tracksuit. Delph kit displaying the school logo is preferable; however, a plain white t-shirt and navy shorts/tracksuit are also acceptable. This gives children a sense of identity, particularly when participating in sport at other schools or venues. Children should wear pumps or indoor trainers for indoor activities. A separate pair of trainers should be worn for outdoor PE. All kit should be clearly labelled with the child's name. When apparatus is in use, children should have bare feet to enable them to grip the equipment and to support balance. It should be noted that during apparatus lessons mats are used to show/guide children where to mount and dismount the apparatus.

- Watches and earrings must be removed before any PE lesson. If ears are newly pierced (within six weeks), then they should be covered with plasters.
- Long hair should be tied or clipped back.
- Having a verruca is not a reason to miss a PE lesson. Pupils should wear a rubber sock or have the verruca covered with a suitable medical gel (i.e. Bazuka Gel) for gymnastics or swimming lessons.
- Children must work in a safe and suitable environment. This means:
 - (a) The removal of unnecessary furniture from the working space.
 - (b) A clean, splinter-free floor so that bare foot work can safely take place.
 - (c) A safe, outdoor surface for playing of games.
 - (d) Floor markings for games are sufficiently far away from fences and walls to prevent accidents.
- Suitable and safe organisation of apparatus will mean:
 - (a) Easily accessible gymnastic apparatus (spread around the hall to allow for its safe and efficient handling) and not blocking the fire exit doors.
 - (b) Following the whole-school policy for lifting and carrying apparatus.
 - (c) Games apparatus/equipment is stored safely in the PE shed in appropriate containers and is organised so that staff can easily and safely remove the selected containers/apparatus.
- Risk assessments: There are risk assessments in place for each area of the PE curriculum. They are updated and reviewed annually.

Inclusion

Provision is made for all pupils regardless of ability, disability, special educational need, medical condition, gender, faith or ethnicity. All children have a right to be treated equally, regardless of their starting points. Delph's 'SEND Information Report' provides further information on our school offer and can be viewed on our school website.

PE is a foundation subject and as such forms part of the school curriculum to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's individual needs. Assessment against the National Curriculum and subject based progression grids allow us to consider each child's attainment and progress.

Assessment for Learning

The class teacher will assess children's work in PE by making informal judgements during lessons by questioning, observing and eliciting children's ideas.

EYFS

Our approach to assessing pupils in the EYFS is through observations, careful questions, listening in, set tasks and discussion. Outdoor provision is key to development in the EYFS and ample opportunities to explore the outdoors are provided.

KS1 & KS2

Teachers assess children in Physical Education by making assessments against the Progression of Skills Document as they observe them during lessons by questioning and observing children's skills and abilities. The assessment of the children is on-going to ensure that understanding is being achieved and that progress is being made. Children's progress is measured against the learning objectives set for the lesson. Observations and on-going teacher assessment inform next steps in learning and future planning. Peer and self-evaluation are also encouraged.

Reporting to Parents/Carers

Parents/carers receive teacher comments and an effort grade regarding their child's participation in PE lessons at the end of each academic year in an end of year report and can discuss their child's progress at Parent-Teacher Meetings (autumn and spring term).

Monitoring & Evaluation

Policy and practice in PE are monitored and evaluated on a regular basis in accordance with the school development planning cycle. The provision of PE will be monitored by the subject leader(s) in conjunction with the SLT.

The teaching and learning in physical education are evaluated weekly by class teachers according to specific success criteria. The School Development Plan and subject Action Plans show specific areas for development and details which persons are responsible for the monitoring and evaluation of it.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the PE Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil assessment data	Name D.O.B. Teacher Assessment data	Monitor a child's progress and identifying next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Paper tests are stored securely in Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	

This policy will be reviewed every three years or sooner if legislation / school assessment systems change.