Physical Education Policy

March 2026

Review: March 2029

Reviewed by Standards SC 17.3.26

PHYSICAL EDUCATION POLICY

Introduction

This policy outlines the teaching, organisation and management of the Physical Education Curriculum at Little Melton Primary School. The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

School Vision for PE

Healthy & Active Lifestyles

We aim to educate both adults and children to develop a greater understanding of the benefits of healthy living. Children need to practise skills on a daily basis to show commitment to keeping their bodies healthy. This will promote long term healthy, active lifestyle choices. We will build knowledge, improve skills and deepen social wellbeing within a fruitful partnership between home, school and the community.

Competitive Opportunity

Our aim is to nurture confident, resilient children who strive to achieve their potential through a wealth of competitive experiences. We will encourage a positive attitude towards winning and an accepting approach towards losing within a wide range of sports. This way everyone can celebrate varying sports, skills and success in themselves and others in school.

We will provide, ***'opportunities for children to compete in a wide range of sports and other activities in order to build character and help to embed values such as fairness and respect.'***

We will ensure that; ***'pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.'*** **As pupils move into KS2 they will** ***'continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to actions and sequences of movement.'***

We will offer a range of sports and physical activities that will encourage children to enjoy exercise now and also throughout their whole life. This will promote high self-esteem and confidence when faced with challenges in all areas of life at school, at home and in the community. Overall potential must be enhanced by celebrating success in all that our children strive to do academically and physically. Healthy minds and bodies support present and future learning and wellbeing.

We believe these skills are important for life because:
We want children to have a high quality physical education, enabling a wide range of physical literacy and enjoyment which provides them with the skills-set to progress with any sport as far as they would like to go.
We want to provide physical education opportunities for pupils to take part competitively, as well as participate for fun. We want to encourage skills for life, including swimming, and a love of being active.

Sport Premium Funding
In March 2013 the government announced that they would introduce a dedicated primary PE and Sport Premium that would go directly to primary school head teachers so that they could decide how best to use it to provide sporting activities for pupils. The government committed to funding the primary school Sports Premium up – an investment worth £750 million.
Since September 2013, Ofsted inspections have reported on PE and sport provision and on how schools spend their additional funding. Schools are accountable and are required to publish details of how they spend (or will spend) their PE and sport grant on their websites.
Details of how the Sport Premium Funding is spent at Little Melton Primary School are found on the school website.
http://www.littlemeltonprimaryschool.co.uk/pe-sport-premium/
We also have a designated governor to oversee the spending and impact of Sports Premium funding.

Rationale and Ethos

This policy was reviewed in March 2026. It recognises how Physical Education (PE) is an integral part of the process of education and plays an important role in the total development of each pupil. PE, along with sport and physical activity, can bring about whole school improvement, influencing attendance, behaviour and pupil attainment.

At Little Melton Primary, we believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self- confidence through an ability to manage themselves successfully in a variety of situations. A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil's needs and abilities. The scheme of work is based on progressive learning objectives which, combined with varied and flexible teaching styles, endeavour to provide appropriate, stimulating, challenging and enjoyable learning situations for all pupils. The scheme aims to promote an understanding of the many benefits of exercise, through a balanced range of relevant activities. Physical education is considered as a vehicle to facilitate access to cross-curricular themes, skills and dimensions, rather than a subject concerned exclusively with the acquisition of motor skills and techniques.

Aims of PE

- Provide learning situations in which all pupils will be able to develop their physical ability to the full
- Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts
- Provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance
- Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle. (Knowledge and understanding of fitness and health).
- Develop positive attitudes towards participation in physical activity

- Provide a safe learning environment for physical activity and an understanding of the need for safety
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour.
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement
- Promote equal opportunities for all and value the contribution of other irrespective of gender, ability, social/cultural background
- To develop links between Physical Education and other aspects of the curriculum
- Solve problems and find alternative solutions to physical challenges on their own and with others
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Develop their ideas in a creative way
- Set targets for themselves and compete against others, individually and as members of a team
- Understand how (and be able) to persevere, succeed and acknowledge others' success
- Take initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance (and value) of exercise in their lives
- Be given a firm foundation for life-long participation in sporting activity

Outcomes

Our Curriculum documents (**Disciplinary Knowledge** & **Substantive Knowledge**) detail intended outcomes. They can be found here:

http://www.littlemeltonprimaryschool.co.uk/curriculum/physical-education/

Entitlement and Progression- National Curriculum

In **foundation stage** the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Teaching is often done through play, where the child learns about subjects and other people through games.

In **Key Stage 1** pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

In **Key Stage 2** pupils should continue to implement 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, catching and throwing in isolation and in combination
- Play competitive games, modified, where appropriate, which utilise the same skills needed in other sports such as basketball, cricket, football, hockey, netball, rounders, 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

At Little Melton, our Subject Narrative documents, detail when and where different sports and activities are taught. They can be found here:

http://www.littlemeltonprimaryschool.co.uk/curriculum/physical-education/

Swimming and Water Safety

All children must have access to swimming instruction in either key stage 1 or 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 such as front crawl, backstroke and breast stroke
- Perform safe self-rescue in different water based situations

At Little Melton Primary School the children have access to swimming instruction in Y2, Y3 & Y4 which take place at Hethersett Primary School. Children in Y5 and Y6 have swimming at Dereham Leisure Centre also with a qualified instructor.

Physical Education at Little Melton Primary School, including Time Allocation (in minutes)

At Little Melton Primary School, with aim to deliver two hours of high quality PE per week which is in line with government guidelines.

Teaching

The majority of lessons follow a particular format depending on the age range taught. All lessons invariably include the following key components:

- **Warm Up**
- **Exploratory / progressive skills development activity**
- **Using and applying those skills**
- **Plenary / Cool down**

The importance of a warm up / cool down will be explained to the children. Skills development activities will be differentiated by task and outcome as appropriate to the child's level. Using and applying will enable the children to use their skills in a different context. Children will have the opportunity to work individually, in pairs and in groups.

It is essential that Learning Objectives are shared with pupils at the beginning of each session. This can be done either in classroom or in the chosen learning environment before the session begins. Children must also be aware of how to achieve success in the lesson as they would in any other subject.

Out of school hours learning (OSHL)

OSHL activities are planned to enhance curriculum PE, allowing pupils the opportunity to broaden their experience and to take part in competitive sport. Pupils are provided with information about local clubs, provided with taster sessions and exit routes through coaches and teachers.

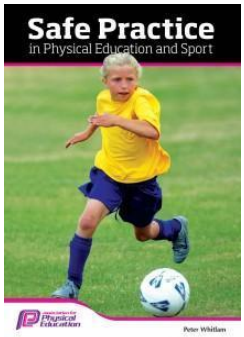
At Little Melton Primary School we celebrate our sporting achievements during our golden assembly on a Friday, on newsletters, by highlighting in the Little Melton Newsletter and by also posting information on the school website.

The school participates in a variety of sporting events across the year, both within and outside of school hours. We also promote numerous competitions/festivals throughout the academic year that we attend on a regular basis, often through our membership of Norwich School Sports Partnership (NSSP).

The children have access to a wide variety of sports throughout the academic year as either a lunch time or an after school club. The focus is on participation with all children encouraged to attend practices. These competitive sporting events are generally offered to Key Stage 2 children, however at various points during the year, specific events are organised for Key Stage 1 children to attend.

Safeguarding in PE

In all areas of PE safety guidelines should be strictly adhered to, in order to promote safe practice and fulfil the safety requirements of the National Curriculum. We follow the safety guidelines **'Safe Practice in PE and School Sport**' guidance provided by the Association for Physical Education. Health and safety is an integral part of pupils' learning in PE and they are taught to recognise and take some level of responsibility for their own safety. They are taught to recognise and be aware of hazards that are present from an early age.



Staff must all be aware of safety guidelines for PE that can be found in the book, **'Safe Practice in PE and School Sport.**'

PE Changing

Since Covid, children come to school in PE kit on the days of the lessons. This is to extend teaching and learning time. In Reception class we instead ask children to get changed at school to develop their independent skills.

School PE Kit

In the interest of health and safety appropriate kit should be worn for P.E. activities. Acceptable kit is that which presents no risk of injury to the wearer or other children and details of our policy are outlined below. See Uniform Policy for full details.

Staff Dress

It is expected that teachers change for P.E, or come to school dressed appropriately, for the safe delivery of a PE lesson. This should include suitable footwear. If possible jewellery should be removed to set a good example.

Accident Procedure

For school based activities staff should follow the guidelines in the Health and Safety Policy. For offsite activities, staff must familiarise themselves with the individual facility procedures. Risk assessments must be in place for any off site visits. For swimming sessions, all staff should familiarise themselves with pool procedures, e.g. the fire and drown alarm. They must know the location of rescue and survival equipment and have the ability to use an emergency drill. There should be frequent practices involving the children.

As a school we ensure the safety of all pupils and staff through the following codes of practice:

- Safe storage of all equipment – all equipment to be stored safely and tidily in its appropriate place after use, so easy access and availability are ready for the next group. PE equipment is stored in a number of places including, the hall and PE Cupboard. These areas will be monitored by members of the PE team.
- The school office will arrange for an annual safety equipment check (gym equipment) by a recommended maintenance contractor, currently **SportSafeUK.**

- Children are taught to manage and use apparatus safely and effectively.
- Equipment will be checked at the beginning and end of use. All unsafe, damaged or lost equipment to be reported to a member of the PE team.
- Staff are aware of First Aiders within the School and there are several members of staff first aid trained across school.
- Staff have knowledge of the environment in which learning is taking place. They must check areas for hazards before any activity takes place.

Handling Apparatus

- Apparatus should be stored consistently and always returned to the same place.
- Apparatus needs to be easily accessible for all children.
- Children are taught how to lift apparatus correctly. They should know:
    - ✔ never to touch apparatus unless instructed to do so by the teacher
    - ✔ how many children should be holding it
    - ✔ where they have to grip the apparatus
    - ✔ To carry apparatus – never drag it across the floor
    - ✔ To have knees bent, back straight and head up ready to lift. They must walk when carrying the apparatus
    - ✔ Only to lift when everyone is ready. When ready lead child to say 'one, two, three lift' and when it is in place 'one, two, three down'
    - ✔ When the apparatus has been positioned, children must sit on the floor to await instructions
- Use the apparatus floor cards to indicate where apparatus should be placed.
- Always have plenty of children lifting the apparatus.
- Avoid walking backwards when carrying the apparatus. The apparatus should be pointed in the direction of its destination and children should carry it facing in the same direction.
- Mats should be put out last and put away first; this will avoid children tripping over the mats as they carry the apparatus.
- As a general guideline, children should only use apparatus which they can move themselves.
- Finally when ready to use the apparatus, teachers should complete a risk management of the equipment with the children.

For reference, please see p114 – 119, Safe Practice in Physical Education and Sport

Equal Opportunities and Inclusion

Working towards equal opportunities requires that teachers should treat all children as individuals with their own abilities, difficulties and attitudes, as stated in the school inclusion policy. Children will have their

own individual gifts to contribute, which can be used to enrich the experience of others. The overriding aim should always be to create an environment in which, from the earliest age, children and their teachers learn to respect each other. The P.E. curriculum should enable all children to benefit. There will be no barriers to access or opportunity based on race, sex, religion, ethnic group, culture or ability. Consideration will be given to those with special educational needs, whether they have disabilities or a particular talent. The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials.

Facilities, Equipment and Resources

Little Melton Primary School has a school hall, which is equipped with portable and fixed apparatus for gymnastics and a PC/speakers and large screen to support teaching. For the teaching of games, there is a playground, with multi-purpose markings and netball posts. There is also a large field area and running alongside the field there is also a trim trail/climbing frame and play equipment.

The children are transported by bus to pools in Dereham and Hethersett in order to meet the National Curriculum swimming requirements.

The PE team are responsible for purchasing and maintaining equipment in school. KS1/EYFS classes are provided with all the resources required to teach the REAL PE Scheme of work. Further paper resources can be found in the PE Cupboard and the PE team may have any additional resources based in their rooms.

Sports Day / Inter-school Sports

The PE team organises the annual Sports Day in which all children compete in a variety of team events and traditional races. The Sports Day is run with a competitive and supporting theme where the children race in colours, which represent their house teams.

Staffing / Staff Development

All staff have opportunities to take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, the PE Adviser or through INSET. Any staff member who attends a CPD course must provide feedback/ disseminate the information.

Assessment and Recording

Class teachers will assess and record pupil's progress using the Disciplinary Knowledge spreadsheets and also through the use of photographs.

Review

This Physical Education Policy was formally adopted by Little Melton Primary School in March 2026

This policy is to be reviewed every three years and modified as necessary.

Review Date: **March 2029**