Ladygrove Primary School and Nursery PE Policy.

Written by Victoria Tamplin

Due for review June 2027

At Ladygrove School we believe that Physical Education within a safe and supportive environment is vital for the contribution to the pupil's physical and emotional development. We have achieved the Gold School Games Mark for the past four academic years and are on track to continue receiving Gold, leading to platinum with one more award.

We are committed to implementing the National Curriculum attainment targets across both Key Stages, when and where possible. Alongside this we utilise the Get Set 4 PE Framework. By planning from these resources our pupils learn how to think in different ways to suit a wide variety of creative, competitive, and challenging activities. They learn how to plan, perform, and evaluate actions, ideas, and performances. Through this process they discover their aptitudes, abilities, and preferences. We will ensure that everyone takes part in PE sessions unless we have a note/explanation from home. Spare kit is provided with the emphasis on taking part. Children not taking part must officiate, observe and make notes explain what they have learnt within the session.

P.E at Ladygrove School aims to offer opportunities for the pupils to:
● acquire and develop skills; develop co-ordination and competence.
● learn how to select and apply skills, tactics, and compositional ideas.
● develop ideas in a creative way.
● compete against others, individually and as team members.
● understand what it takes to persevere, succeed, and acknowledge others' success.
●respond to a variety of challenges in a range of physical contexts and environments.
●take the 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 of exercise in their lives.
●develop the attitudes to participation in physical activity.

Such opportunities will be accessed through a broad and balanced curriculum which includes:
Dance, gym, athletics, games, swimming and outdoor/adventurous activities and the use of a variety of strategies:
●large and small team games
●net and wall games in key stage 2
●striking and fielding games in key stage 2
●individual skill-based work

Individual Education Plans will be used to identify the support necessary to meet the needs of SEN children in physical education. The SENCO will be available to advise teachers who need support with inclusion.

CONTENT

The content during Key Stage 1 allows pupils to build on their natural enthusiasm for movement, using it to explore and find out about their world.

The pupils:

●find out what they can do as they explore a range of basic skills, actions and ideas such as running, jumping and turning, throwing or kicking a ball and responding to music in dance.
●learn to practice by repeating what they have done in ways that make it better.
●use movement to communicate ideas and feelings.
●watch, copy and describe what they and others have practised.
●recognise that their bodies feel different when they run short/long distances etc.
●learn to use space safely with increasing control over their movements.

In Key Stage 2, children learn new skills, find out how to use them in different ways and link them to actions and sequences of movements. They experience these through communication, collaboration and competing with each other.

The pupils:

●practice new skills across a range of activities-dance, gymnastics, games, swimming, athletics and outdoor/adventure activities.
●repeat movements and link skills so performance is clearer, more accurate and controlled.
●pace themselves in challenges.
●use creativity in performing dances, making own games, planning gymnastics sequences etc.
●know how to improve aspects of the quality of work.
●know why activity is important to their health and well being.
●understand the rules and conventions of taking part in different activities safely.

TIME ALLOCATION

There are 2 x 1 hour sessions of PE for all pupils every week throughout each key stage: changing time is included.

60 MINUTES A DAY

Children are encouraged to be active during the school day where they complete at least 30 minutes additional exercise though the daily mile, active lessons, extra-curricular activities and structured lunchtimes.

PLANNED LINKS WITH OTHER SUBJECT AREAS AND CONTRIBTION TO THE WHOLE CURRICULUM

Through our tailored Curriculum teachers are given opportunities for cross-curricular links in PE.

In addition to the PE aims and objectives, PE contributes to:

●Developing gross and fine motor skills
●Developing positive attitudes and positive self-esteem
●Creativity
●Investigation
●English
●Maths

ENTITLEMENT AND ACCESS

Key Stage 1 pupils are taught games, gymnastics, dance, athletics and outdoor activities. (See appendix A for Long Term planning)
Key Stage 2 pupils are taught games, gymnastics, dance, swimming, athletics and outdoor activities. (See appendix A for Long Term planning)

EQUAL OPPORTUNITIES

All pupils will be given access to the full PE curriculum regardless of gender, race, and cultural background. Tasks in lessons will be suitably differentiated to meet the needs of all pupils.

All learners are of equal value.

We see all learners and potential learners, and their parents and carers, as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, national origin or national status
- whatever their gender and gender identity
- whatever their religious or non-religious affiliation or faith background
- whatever their sexual identity.

We recognise and respect difference.

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
- religion, belief or faith background

- sexual identity.

PLANNING FOR DIFFERENTIATION

By adopting the National Curriculum recommendations, adaptations and variations on the tasks section suggest ways to make the core tasks easier/harder so that a wide range of abilities can be catered for and teachers can meet individual needs.

S.E.N.D
Lessons are differentiated to allow children with SEND to participate fully. Where appropriate different tasks may be given to children with physical SEND. Teaching Assistants are used to support children with SEND as necessary.

WORKING PROCEDURES

1. Teaching and Learning:

   A range of appropriate teaching styles are utilised so that all pupils participate and have opportunities to 'acquire and develop skills, select and apply skills, evaluate and improve performance, demonstrate knowledge and understanding of fitness and health.' (For example: modelling and demonstrating, verbal explanations, use of posters/work cards, bought in approaches, child planned and led opportunities).

2. Lesson Planning

   It is the teachers' responsibility to ensure all pupils will be involved and provide opportunities for them to discuss and reflect on their achievements during the lesson. Planning is shown through medium term planning and on a weekly programme.

3. Assessing and Reporting

   Assessment is an ongoing and formative process. Pupils are observed and assessed using the Assessment Tool from Get Set 4 PE to inform PE sessions led by the teacher. Useful assessment and information can be generated from watching pupils work, and by talking and listening to them describing their work. They are regularly informed of good work during a lesson, and at times may be told that they lack effort or concentration. Pupils are also assessed by their peers through observation and correction exercises in Games or through critical analysis in areas such as Dance and Gymnastics. The learning outcomes in each unit indicate how pupils may show what they have learnt. These can help teachers establish progress and feedback during lessons will assist teachers to set appropriate targets. Please see Appendix B for Assessment Tools.

Monitoring and Evaluation

It is the responsibility of the PE Co-ordinator to act as facilitator to ensure that all staff have planned effectively so that all areas of the subject are covered. This is achieved by offering support and assistance prior and during planned sessions. Evaluation of teacher skills and knowledge is met through in-service training and local authority courses.

The PE Curriculum

KS1

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
- dances using simple movement patterns

KS2

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, 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.

Swimming and water safety

Provide swimming instruction in key stage 2.

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.

Extra-Curricular Programme and Links with the Community

The school has a strong commitment to out of school hour's clubs, and we provide these by using in school staff as well as external providers. We heavily subsidise the costs of clubs using the School Sport's Premium.

We take part in a wide range of competitions with local schools, including cross-country, basketball, rounders, football, netball, and indoor and outdoor athletics. We also subscribe to the School Sports Partnership, which is paid for out of the School Sports Premium funding (see Website for details of this provision). This links us to a local secondary school and 6 primary schools as part of the SSCO programme and the co-ordinator regularly attends meetings as part of this to organise festivals and competitions.

We hold a sports day for each key stage. Pupils are in teams and score points for their teams as well as gaining individual badges.

HEALTH & SAFETY

Great care needs to be taken in all lessons especially when using gym equipment and with large classes in the hall.

Staff should be aware of the Health and Safety implications of any activity they are undertaking.

Staff should refer to the BAALPE Handbook of Safe Practice in Physical Education- a copy is available in the workroom.

Staff teaching PE should make sure that they have read

In general

- All reasonable steps are taken to ensure the safety of the working environment and equipment. For example, any lunchtime spillages are thoroughly dry, or hazard cones used.
- All watches and necklaces are to be removed and earrings to be covered.
- The children should be informed of any safety issues prior to an activity.
- The children are prepared for the activities being undertaken and are wearing appropriate clothing/footwear.

DRESS

Children should change for PE. For indoor lessons they should be in bare feet wearing T-shirts and shorts (preferably in blue shorts and white T-shirt). Outdoor wear should reflect the weather conditions, long sleeve tops and tracksuit bottoms are essential in cold weather. Trainers should be worn for outside P.E sessions. Children must remove watches and should wear no jewellery. Studded earrings should be covered with micro pore tape.

Residentials and Outdoor Adventurous Activities

PGL

Children in Year 4 will complete a one-night stay at Boreatton Park, Shrewsbury completing multi skilled activities onsite.

CANOEING

Children in Year 5 are given the opportunity to go canoeing, fully funded by school.

ARTHOG

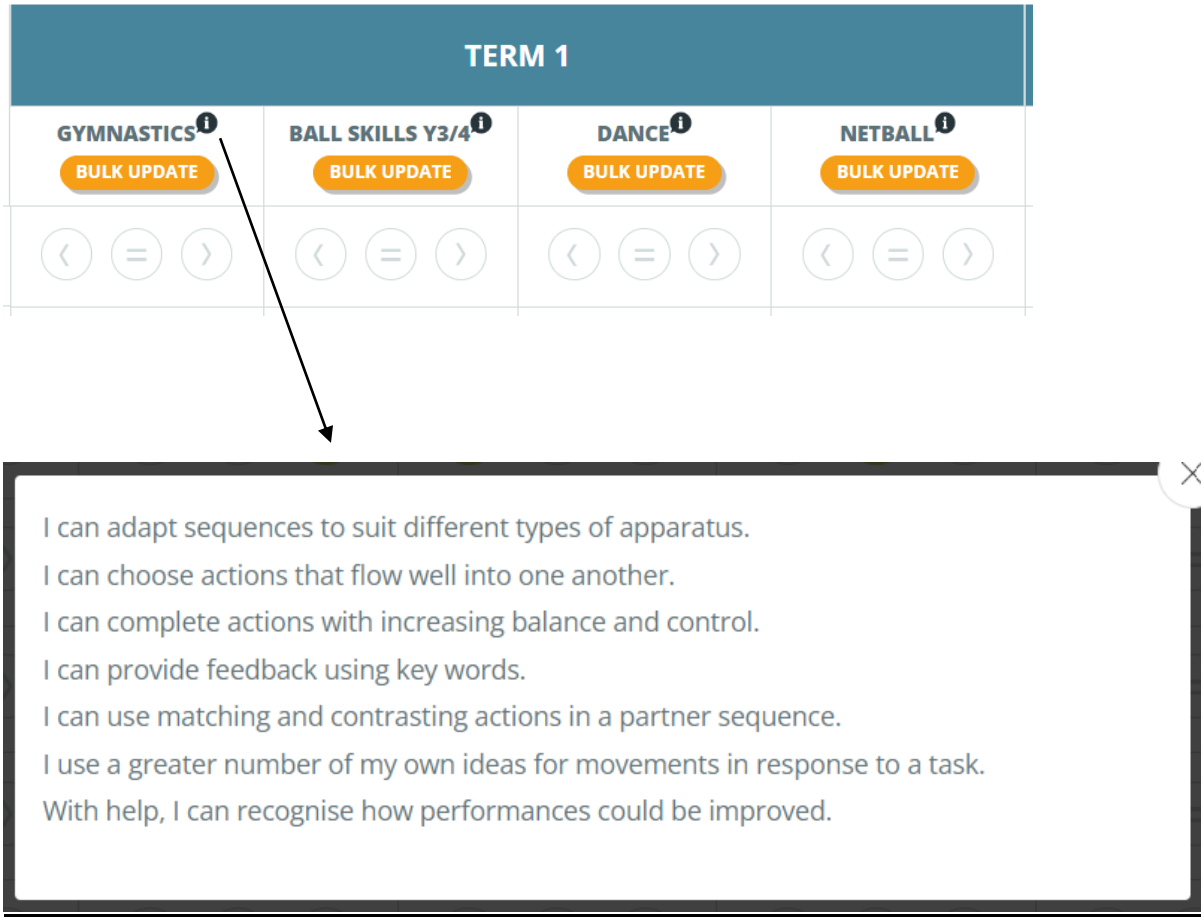
Children in Year 6 will be offered the opportunity to take part in a day experiences/a residential 3-day outdoor pursuit trip to Arthog.

Appendix A - Current curriculum offer for Key Stage 1 and 2

	TERM 1		TERM 2		TERM 3	
Nursery *RM*	Introduction to PE : Unit 1	Fundamentals : Unit 1	Ball Skills : Unit 1	Gymnastics : Unit 1	Dance : Unit 1	Games : Unit 1
Reception *SRC, EB*	Introduction to PE : Unit 2	Fundamentals : Unit 2	Ball Skills : Unit 2	Gymnastics : Unit 2	Dance : Unit 2	Games : Unit 2
Year 1 *AS, JJEH*	Gymnastics Forest School OAA	Dance Forest School OAA	Fundamentals Team Building	Gymnastics Sending and Receiving	Ball Skills Net and Wall Games	Athletics Striking and Fielding Games
Year 2 *CT, BH*	Gymnastics Fundamentals	Dance Net and Wall Games	Ball Skills Sending and Receiving	Gymnastics Team Building	Striking and Fielding Games Target Games	Athletics Invasion Games
Year 3 *DD, VT*	Gymnastics Ball Skills Y3/4	Dance Netball	Tag Rugby Gymnastics	Fundamentals Y3/4 OAA	Rounders Dance	Athletics Tennis
Year 4 *CL, MT*	Gymnastics Netball	Dance Football	Tag Rugby OAA	Dance Tennis	Gymnastics Cricket	Athletics Rounders
Year 5 *HB, EC*	Swimming Cricket	Swimming Fitness	Gymnastics Netball	Dance Tag Rugby	OAA Badminton Y5/6	Athletics Rounders
Year 6 *CE, LI*	Swimming Cricket	Swimming Cricket	Dodgeball Tag Rugby	Dance OAA	Rounders Gymnastics	Athletics Tennis

Appendix B Get Set 4 PE Assessment Tool

Example:



Policy – document status:			
Date of policy creation	June 2022	**Named responsibility**	Victoria Tamplin
Date of review	June 2026	**Named responsibility**	Victoria Tamplin
Inception of new policy	June 2026	**Named responsibility**	Kirsty Stewart/ FGB
Date of policy adoption by the governing body			July 2026