

PE Policy

Intent

At Bearpark Primary School, physical education is an integral part of our curriculum that is inclusive and engages all pupils. Children develop the knowledge, skills and competence to excel in a broad range of sports and physical activities. We aim to deliver high-quality teaching and learning opportunities that enables all children to achieve their personal best. Children participate in competitive sport and we always teach them to try their best and display good sportsmanship. We aim for all children to be physically active for sustained periods of time and be able to make informed decisions to lead healthy and active lives. The PE curriculum is complemented by an extensive sporting after school club programme which is open to all pupils no matter what their ability or interests.

Implementation

At Bearpark Primary School PE is taught twice weekly where a positive attitude to PE is created and expectations reinforced that all children can achieve success in PE

We teach lessons so that children:

- have fun and enjoy PE
- learn, practice and secure a range of skills and tactics
- experience success
- develop good sporting attitudes
- understand basic rules
- experience positive competition
- learn in a safe environment
- have a foundation for life-long physical activity, leaving primary school as physically active

Our Long-Term Curriculum Plan identifies the breadth and depth of the activities delivered across the school to ensure coverage of the National Curriculum.

EYFS

We recognize the importance of Physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development: Moving and Handling and Health and Self-care

Children in the EYFS access time and space to enjoy energetic play daily in the outdoor learning area. The children also access specific physical development through timetables PE lessons which give the children the opportunity to learn and practice fundamental movement skills. They participate in activities where they can practice moving in different ways and at different speeds; balancing; rolling; throwing balls and bean bags; catching and kicking. These skills can then be built on when they enter KS1.

KS1

Within Key Stage one children develop their fundamental movement skills through a range of activities and opportunities, where children work individually in pairs or in groups.

KS2

Within Key Stage two children continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequence of movements. They continue to use the skills individually but also develop cooperation through games. Children also learn to swim across the whole of Key Stage 2.

Inclusion

At Bearpark Primary School we are committed to ensuring that all pupils access and participate in a broad and balanced PE curriculum. This is done through careful lesson planning and differentiation to make sure that all children, including those who have special educational needs, disabilities, English as an additional language or those who are gifted and talented.

Adaptation

Planning for differentiation is based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils.
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed

Equal Opportunities

At Bearpark Primary School we are committed to promoting equal opportunities to all children, irrespective of their socio-economic background, gender, disability or ethnicity. We believe that all children should have equal access to a range of physical activities.

Organisation, Planning and Resources

PE equipment is stored centrally in the PE cupboard in the school hall. The PE cupboard is locked and should only be accessed by staff and trained sports leaders. Staff are advised to inform the PE lead of broken, damaged or lost equipment so that replacements can be ordered.

Health & Safety

The importance of safety in PE is stressed immediately pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground. Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk, so nobody gets harmed. As a school we follow Durham County Council Health and Safety Guidance.

PE Kit

Children are expected and encouraged to wear appropriate PE clothing.

- White T-shirt, black shorts and suitable PE shoes. Warmer clothing, jumper and tracksuit bottoms could be worn in colder weather outside.
- Swimming: Swimming costume, swimming hat and towel (goggles are optional)
- Personal effects, such as jewellery and watches should always be removed by pupils before participating in physical activity. Staff should always give a verbal reminder to pupils and visually monitor the group. If they cannot be removed staff need to take action to try to make the situation safe.
- Long hair worn by both staff and pupils should always be tied back.
- Disclaimers from parents about the wearing of any item of jewellery by a pupil should be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.
- Staff should always endeavour to change for physical education, wear suitable footwear and clothing for practical activities and remove their personal effects, such as jewellery, to minimise the likelihood of causing or receiving injury.

Missing PE

Children should take part in PE wherever possible. If a parent feels a child is unable to take part, then a letter should be received by the school explaining why. The child should then, if possible, observe and support with roles during the lesson so they are aware of and understand the learning taking place for future lessons.

Accidents

If an accident occurs it must be reported to the office, appropriate first aid applied and written in the accident book. Usual school accident and first aid procedures will be followed with regards to notifying parents.

Extra-Curricular Learning

A range of activities are offered outside of the curriculum to both key stages. Some of these are led by school staff while others are led by visiting coaches.

This may be affected due to Covid-19 restrictions.

Coaches

The school, at times, uses coaches to provide extra-curricular opportunities and to team-teach in lessons (helping to up-skill teachers). All coaches are DBS checked as well as having their sporting qualifications checked by the school.

Competition

The school takes part in a range of competitions and leagues throughout the year against other local schools. At all times pupils are expected to display good sporting etiquette towards the opposition and officials.

Impact

PE is taught as a basis for life-long learning. A successful PE curriculum where children have access to a range of activities and have a positive, successful experience will then create children who will continue to have a physically active life. They will also have a good understanding of what a healthy, active life is like and the importance of leading one.

Opportunities to compete in sport and other challenging activities will build character and help embed values such as fairness, respect and teamwork.

Assessment

Assessment in PE is an ongoing process. Teachers will make informal judgements about pupil's progress and attainment as they observe them throughout lessons.

At the end of each unit/block of work, teachers will decide on a pupil's level of attainment noting which children are:

- exceeding the age-related expectations
- achieving the age-related expectations
- working towards the age-related expectations

These judgements will be made in line with the Long-Term Curriculum Plan.

Role of the Subject Leader

The PE lead will monitor and oversee the organisation and teaching of PE within the school. This will take place through a variety of ways including talking to children, lesson observations and the monitoring of planning.

The PE lead will make sure that the curriculum overview and map is up to date and in line with new curriculum developments through ongoing training of any new strategies introduced within the subject.

Staff Development

Opportunities for the development of all staff will be provided in order to enhance the quality of PE within the school. The needs of the staff will be identified through the monitoring and evaluation of the subject which is undertaken by the designated Subject Leader and will be done in conjunction with the whole school development plan. The subject leader will ensure that any development opportunities undertaken by staff are disseminated throughout the school where necessary to further enhance the quality of PE.

V. Jackson PE Subject Leader

Updated: September 2025 Policy Review Date: September 2026