



Physical Education Policy

Approved by Governors February 2026
Curriculum and Standards Committee

To be reviewed at least every two years
To be reviewed February 2028

Governors print _____

Governors signed _____ Date _____

Rationale

At Joseph Turner Primary School, we believe that the Physical Development which we provide forms an essential foundation for the growth of the whole child through the teaching of PE and Dance. As well as academic learning, pupils will be provided with the opportunity to develop their personal and social skills by promoting character building, cooperation, teamwork and self-esteem. In addition to this, spiritual and cultural understanding will also be developed. Emphasis is also placed upon leading a healthy lifestyle. We value Physical Education and the sporting activities that are provided to our children during lessons, school clubs, break times and lunch times.

Aims and Objectives

At Joseph Turner Primary School, we aim to achieve high quality PE and school sport. We provide this through high quality PE which is delivered by school staff and an external Physical Education Company Sports Plus. Our lessons are driven by ELP Planning and Joseph Turner PE skills progression document. As a result, we aim each child to:

- Enjoy PE and school sport;
- Improve and achieve;
- Have confidence;
- Take responsibility for healthy and active life choices
- Acquire social and reflective skills;
- Make independent decisions;
- Show commitment and resilience;
- Become confident leaders;
- Develop mental and physical stamina, suppleness and strength;
- Participate in activities which are competitive, creative and provide challenge regardless of ability.

Aims of the Physical Education Curriculum

- Acquire and develop skills: explore basic skills, actions and ideas with increasing understanding; remember and repeat simple skills and actions with increasing control and coordination;
- Learn how to select and apply skills, tactics and compositional ideas: explore how to choose and apply skills and actions in sequence and in combination; vary the way they perform skills by using simple tactics and movement phrases; apply rules and conventions for different activities;
- Take the initiative, lead activity and focus on improving aspects of their own performance;

describe what they have done; observe, describe and copy what others have done; use what they have learnt to improve the quality and control of their work;

- Develop a knowledge and understanding of fitness and health: how important it is to be active; to recognise and describe how their bodies feel during different activities;
- Receive teaching which ensures that when 'evaluating and improving performance', connections are made between 'developing, selecting and applying skills, tactics and compositional ideas', and 'fitness and health'.

Teaching of Physical Education

All children in Foundation Stage, Key Stage 1 and Key Stage 2 are allocated up to 2-hour hall time for P.E.. Our PE provision is delivered by ELP sports and school staff. ELP Sports teach one hour a week and class teachers teach an hour a week. Professional discussions regularly take place to ensure class teachers are aware of the children's needs and any medical or behaviour incidents. Assessments are carried out by ELP sports/class teachers on a half termly . ELP Sports deliver a weekly after school club, which is offered to a key phase each term.

Swimming

Swimming and water safety is an important part of the PE curriculum at Joseph Turner Primary School and another way of helping children to lead healthy and active lives. Throughout the academic year, pupils in Year 4 and 5 attend swimming lessons once a week at Tipton Leisure Centre. At Joseph Turner Primary School we aim to give children the opportunity to become long life swimmers.

During the year pupils are grouped according to their ability and are taught to:

- Swim competently, confidently and proficiently towards and past a distance of 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

As of October 2017, schools have the responsibility of publishing swimming data. This data should express how the children have met the National Curriculum expectations in KS2. By the end of Year 6 children should be able to: swim 25m, use a variety of different strokes (breast stroke, back stroke, front crawl) and be able to perform a safe self-rescue. Teachers at Tipton Leisure Centre plan, teach and assess the children and our school staff monitor and manage behaviour.

Physical Education Curriculum Planning

Curriculum planning is provided by the PE Subject leader, and adapted to suit the year groups and ability levels of our pupils. The long-term plan and curriculum skills progression have been developed by the PE Subject leader. As a result, breadth and continuity within year groups and across school can be maintained. Our sports coaches are encouraged to amend & annotate their own medium-term planning to match the needs of their own learners on a lesson by lesson basis.

Assessment of learning is carried out by sport coaches and shared with the PE subject leader. To ensure the most accurate assessment of pupil progress, coaches use their own Sports Plus assessment criteria adapted for the discipline taught. In addition, sports coaches and support adults in the lesson are required to upload video and photographic evidence to support half termly assessments.

All planning is available to any coaches, teachers or staff and located in the PE subject leader folder. It is the PE Subjects Leader's responsibility to ensure that these are being used appropriately by monitoring. Monitoring procedures in PE are in-line with school policy. Any PE monitoring is kept in the PE Subject Leader folder along with staff monitoring Sports Plus carry out.

The children in Year 4 and 5 have weekly swimming lessons at Tipton Leisure Centre.

Assessments in swimming takes place, as the children achieve their swimming awards, certificates are then presented to the children on a termly basis. Certificates, medals and/or trophies are also awarded to all participants during after-school clubs.

In Key Stage 1 Outdoor Education is undertaken at Edgmond Hall, where children participate in outdoor pursuits e.g. orienteering, nature trails etc, as well as experiencing a residential stay overnight. In Key Stage 2 Outdoor Education is undertaken at Plas Gwynant, where children participate in outdoor adventurous activities e.g. kayaking, rock climbing, abseiling etc, as well as experiencing a residential stay for a week.

Early Years Foundation Stage

We encourage and expect as much physical development in the Foundation Stage. We relate the children's physical development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes moving confidently and imaginatively with control and coordination, recognising the changes that happen to their bodies when they are active and using a range of small and large equipment.

Cross Curricular Links

Opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas can be exploited through:

- aspects of numeracy such as counting and measuring;
- aspects of music such as recognising and responding to a beat;
- aspects of PSHE such as health and well-being;
- and aspects of science such as forces and the human body.

Inclusion

We aim to provide equal opportunities and educational entitlement for all children, regardless of creed, culture, age, gender or ability. We strive to give all pupils equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities. We believe that children should be given the opportunity to experience success in PE and to achieve as high a standard as possible.

If a child has a particular need, it may be necessary to modify activities where necessary:

- By changing rules/ playing area/ equipment to allow inclusion.
- By providing parallel activities which enable all pupils take part in the same activity but in different ways, e.g. pupils in ability matched games or, in the case of pupils with a disability, grouped according to the way in which they play, such as standing or seated.

A record is kept of all pupils with medical conditions which may either affect their ability to participate in physical activity or which may be adversely affected by physical activity (e.g. asthma). Whenever a pupil is unable to participate due to health reasons (for example, a broken leg/arm) they should be involved in the lesson whenever possible by operating the stop watch, making critical evaluations etc. Where necessary PE kit is made available to all pupils so no child is excluded from PE lessons through having no kit.

Resources

Joseph Turner Primary School has a sports hall which is also used as a dining hall. There is fixed large apparatus and large floor mats located here. A PE store room is located in the sports hall. All equipment is kept in here and on the shelves next to it. Playground equipment is kept in Key Stage sheds on the playgrounds. A full audit of equipment can be found in the P.E. subject leader file which is updated termly. There is one tarmac outside playground for both Key Stage 1 and 2. There is a large field which is used by Key Stage 1 and Key Stage 2 and a MUGA pitch. There is also a piece of climbing apparatus on both Key Stage 1 and 2 playgrounds which have their own risk assessment and rules.

Early Years children have their own play area, with climbing equipment, which has a range of different surfaces to provide physical development of fine and gross motor skills:

- Grass
- Tarmac
- Safety surfacing

Health and Safety

Where possible the risk assessments of each area for PE are discussed with the children at the start of PE lessons. Coaches and other adults working within P.E. and school sport should promote an understanding of safe practice, and develop pupils' sense of responsibility towards their own and others' safety and well-being.

ELP Sports coaches do frequent risk assessments before the beginning of each lesson to check for spills and hazardous articles, particularly following lunchtime. General risk assessments for PE can be found in the coaches' folder located in the school office for reference.

- Safe and effective exercise procedures will be taught and adopted in all activity sessions within and outside of school, e.g. including warm-ups and cool-downs.
- Pupils should respond readily to rules and instructions.
- To ensure the safety of each pupil, no jewellery should be worn. Earrings must be removed for all physical activity or plasters provided from home applied.
- All pupils Joseph Turner School are expected to wear their own P.E. kit to school – black shorts or joggers, house coloured PE t-shirt and black pumps or trainers. Staff are responsible for ensuring kit is provided by parents and maintained to a good standard (e.g. no broken pumps etc.).
- Long hair should be tied back.
- Staff should wear suitable footwear and be dressed appropriately in PE kit.
- In hot, sunny weather, children should be encouraged to use sunscreen/block if taking part in physical activity outside; wear a hat and drink plenty of water. In cold weather, pupils should be as active as possible and should wear sufficient layers of clothing & appropriate footwear e.g. bare-feet and pumps for indoor PE, trainers (or football boots) for outdoor PE (football).
- Children should always work in a safe environment. When swimming – the pool's regulations on safety are adhered to.

Physical Education Subject Leaders Role

At Joseph Turner Primary the role of the PE subject leader is to ensure continuity and progression in the teaching and learning of PE.

- Create a well progressive PE curriculum map, monitor its implementation and assess the impact in terms progress children make.
- Monitoring and evaluating the implementation of the PE curriculum map.
- Co-ordinating and ordering resources and managing the budget.
- Monitoring and evaluating resources.
- Monitoring planning and the delivery of the curriculum.
- Working together with coaches to raise standards.
- Yearly PE audit and action plan.
- Observations of individual lessons.
- Discussions with both adults and children.