

St Alban's C.E Primary School



PE policy

January 2026

Revised: January 2026

Renew: January 2027

Introduction

Physical Education is a foundation National Curriculum subject.

St Alban's school believes that physical education, experienced in a safe and supportive environment is essential to a pupil's personal growth. Our school vision is to have physical education make a vital and unique contribution to a pupil's physical and emotional development, as well as their health, promoting behavioural changes to their lifestyle in and outside of school.

Aims and Objectives

- To contribute to the healthy physical development of each child, and to promote an enjoyment of PE that children can take with them through life;
- To encourage children to work and play with others in a range of contexts, and to promote fair play and teamwork;
- To develop children's understanding of how the body moves and an aesthetic appreciation of movement;
- To increase children's confidence in their own abilities, and to raise self-esteem;
- To give children opportunities to take the initiative and lead activities;
- To give children the opportunities to create and participate in their own games;
- To encourage a critical appreciation of their work and the work of others;
- To encourage self-discipline, an awareness of others, and an understanding of the safety aspects of PE (including the use of equipment and apparatus);
- To provide the children with stimulating environments to work in, and to allow them to express their creativity through the process of enquiry and discovery.

Entitlement

St Alban's supports the government's target of two hours of exercise per child each week.

At Key Stage 1 children will gain experience in three areas:

- Dance
- Gymnastics
- Games

During Key Stage 1 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations. Children learn to apply skills to game situations.

At Key Stage 2 the curriculum covers six activity areas:

- Dance
- Gymnastics
- Games
- Athletics
- Swimming
- Outdoor and adventure activities.

During Key Stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases, sequences of movement. Children learn the skills of net wall, striking and fielding and invasion games and apply them in game situations. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

The Early Years Foundation Stage

We encourage the physical development of children at the Foundation Stage as an integral part of their school experience. We encourage children to become physically more confident, and to extend their control of the way they move, and of the way they handle equipment. Children undertake a choice of activities offering appropriate physical challenge, both indoors and outdoor, using a wide range of resources to develop specific skills.

Equal Opportunities

All children should be given equal access to all areas of the curriculum regardless of gender, ethnic origin, religion or any special need. We are committed to high achievement regardless of gender, race or religion. This is in line with the school's Equal Opportunities Policy and Valuing all God's children.

PE Curriculum Planning

Planning is done half-termly using the National Curriculum, and a variety of other recommended written resources. Each class has a PE folder, containing a long-term and medium-term overview and objectives of the PE areas to be covered during each half-term as well as progression across the Key stages. This ensures that continuity is occurring across the school and that all necessary concepts and skills are covered.

Plans should include a lesson objective and five elements:

- Warm-up
- Skills development
- Main activity
- Differentiation
- Cool-down

Inclusion

Provision must be made for children with Special Educational Needs and/or Disability so that they have equal opportunities to develop their skills across the curriculum. The activities undertaken should be matched to the ability of the child, by, for example:

- Providing additional support;
- Providing separate activities;
- Providing differentiated resources;
- Providing a range of differentiated activities;
- Setting common tasks that are open-ended and can have a variety of results.

Gifted and Talented

All children should be given the opportunity to maximise their potential. Assessment passed from previous teachers and on-going assessment will inform class teachers as to which children need to be further challenged. Individual children may be targeted in line with our Gifted and Talented policy.

Assessment, Recording and Reporting

Class teachers assess against national curriculum level descriptors at the end of each topic. These are passed onto the next teacher to ensure continuity of learning. Assessment for Learning strategies are used within a lesson and all lessons are evaluated.

Leadership

Each class has two PE leaders that change each half term. These leaders are in charge of helping to lead the warm up, getting the PE cupboard key and helping set up equipment during lessons and at playtimes. They are also in charge of bringing the PE points folder to the lesson and reminding teachers to allocate the points for PE kit and effort at the end of every lesson. The whole school is divided into a sports team. Children work in these teams during their P.E lessons. They are allocated points for their team for achievement during a lesson.

Cross-Curricular Links

It is important that the potential links between PE and other subjects is realised and explored to the full.

English: PE encourages children to learn specific vocabulary (e.g. positional vocabulary, body parts, ways of travelling etc) and to describe what they have done and how they might improve (speaking and listening skills.)

Maths: PE can help children to learn to count and to develop an understanding of angles, rotation, symmetry and pattern. They may also estimate distance and collect and store data.

Computing: Children may make video recordings of their work, and use them to assess and develop this work. They will also store and retrieve information. Computing is also used to show high quality models of the skills being taught.

P.S.H.E: Children learn about the benefits of exercise, healthy eating, making choices, working in teams, good sporting behaviour, respecting each others' efforts, following rules and negotiating. Children develop relationships based on trust and honesty, learn to cope with success and failure, take criticism and act on it and develop awareness of strengths and weaknesses. Dance enables children to develop an awareness of the body as a medium for communication and expression and to appreciate the aesthetic qualities of movements.

Science: investigating how the body works, understanding the benefits of exercise and good nutrition

Spiritual, moral, social and cultural development: The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

Sport beyond the classroom

Throughout the year, groups of children participate in a number of borough wide events. Training before events always takes place and children are encouraged to always give of their best.

A number of sport clubs are on offer to children as part of the after school programme and the addition of morning sports clubs aimed to target children with little access to sport outside of school.

We also work closely with Coram's Fields and other outside agencies to support the development of teaching and learning of PE.

Health and Safety

It is important that we understand that the safety of children in lessons is of paramount importance. In planning and during lessons, teachers' should take all reasonable due care and attention to ensure the safety of children. This should include: suitable clothing; safe movement of equipment and appropriate behaviour when using the apparatus. The BAALPE publication 'Safe Practice in PE' is also available to staff.

Equipment and Resources

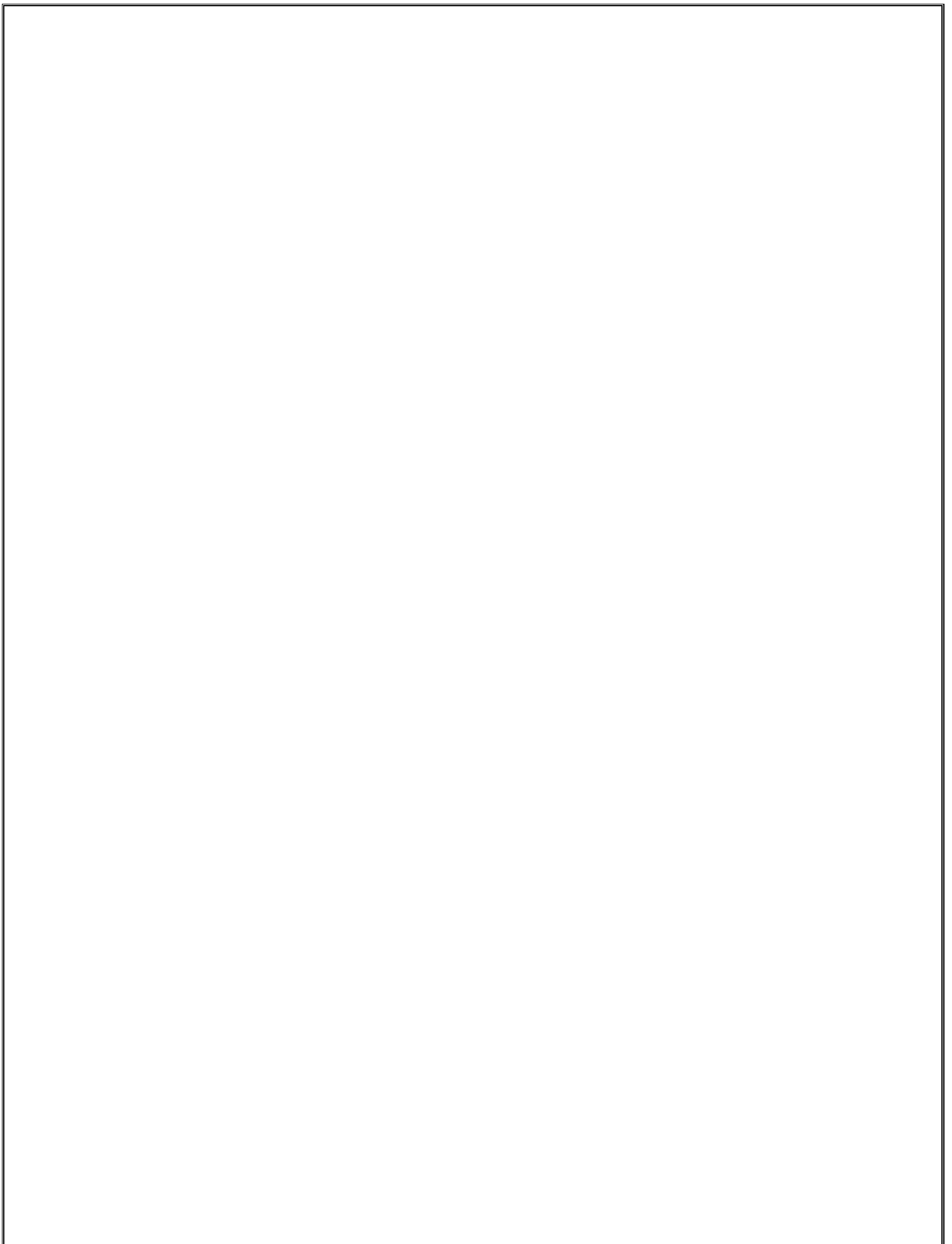
All staff are responsible for keeping the PE cupboard tidy by replacing equipment they have used neatly and in the right place. Children should be accompanied and supervised when they access the resources.

Equipment selected for a lesson should be suited in size, weight and design to the age, strength and ability to the children concerned (where possible.)

Monitoring and evaluation:

Standards in P.E are monitored and evaluated annually. Monitoring and evaluation consists of the following:

- Work scrutiny
- Looking at planning for progression across the school
- Quality of assessment
- Quality of teaching and learning through a learning walk of lessons
- Pupil voice



Appendix 1: Notes on gymnastics teaching

Please do not leave gymnastics plans for a supply teacher in KS2 due to health and safety.

Mats

Mats are not to be used under the cage as it encourages children to take unnecessary risks.

Cages

- Only Y3, Y4, Y5 and Y6 can use the big cage.
- Children can wheel out the big cage but it is an adult's responsibility to check it.
- No child is allowed to climb over the top of either cage. {Instant time out}.
- It is the teacher's responsibility to go round and check all equipment before use. Take particular care that all benches are hooked over properly.
- Limit the number of children who can use each piece of equipment.
- Take particular care when putting the large cage back. Ensuring it fits into the safety bolt.

You can: -

- Limit the height that the children may climb up to.

Spend time teaching the children how to get out and return the equipment.

From Y2 upwards children who have been taught properly can get the equipment out with adult supervision.

Adults however need to add the metal bars to the large cage themselves. The bars hold the frame together and must be attached.

Other Apparatus

- Children always have a partner when getting out the mats.
- Never place a piece of equipment onto a mat.

Carrying a mat:

- EYFS Y1 Y2 - 4 children
- Y3 Y4 Y5 Y6 - 2 children

Never drag a mat – explain to the children that the underside of the mats have a rough surface to stop them from slipping on the floor. Dragging the mats makes the underside of the mats smooth and slippery

Benches

EYFS and Y1 – 4 children taught how to carry the bench

- 2 children (from Y2 upwards) – 1 each end
- Please teach the children to:

1. Bend their knees
2. Straighten up whilst picking up the bench
3. Bend their knees when placing the bench down

This also applies to jumping stools and box.

Check space between equipment.

When you speak to your class ensure that the children are not sitting on any of the apparatus.

Teaching ideas.

Apparatus diagrams or photographs can be used to encourage the children to set up own equipments {Y2 up wards}

Children need to be taught skills on the floor before taking their learning to the apparatus.