

ST. ANDREW'S C of E JUNIOR SCHOOL

PHYSICAL EDUCATION POLICY 2025



Approved by: Senior Leadership Team

Date: October 2025

Last reviewed on:

Next review due by:

October 2027

Our Vision

Through experiences rooted in Christian Values and through mutual Respect, we guide children to develop Compassion, Responsibility and Resilience in a caring environment

St Andrew's C of E Junior School is guided by a distinctive Christian vision which underpins all areas of our curriculum, including Physical Education (PE). ***Rooted in our core values of compassion, perseverance, and respect, PE at St Andrew's promotes physical well-being, social cooperation, and a sense of justice and confidence in every child.***

At St Andrew's C of E Junior School, we are committed to providing a high-quality physical education (PE) curriculum that inspires all pupils, promotes health and well-being, and fosters lifelong participation in physical activity. In line with our Christian ethos, PE at St Andrew's seeks to celebrate the uniqueness of every child, developing their physical, social, emotional, and moral wellbeing.

Using the Get Set for Education scheme as the foundation of our PE curriculum, we enrich learning with a wide range of extra-curricular and community-based opportunities. These include:

- Participation in cluster events to compete in a range of sports with local schools.
- Community-based dance and football enrichment days.
- A partnership with our local bowls club to offer bowls as part of our curriculum.
- Engagement with Peak Active Sports (PAS) during lunchtime and in after-school provision.
- A free weekly dance club for all year groups culminating in participation in a Buxton performance.
- Monthly family-focused sports challenges that are inclusive, free, and achievable for all.
- Developing sports leadership programme in Year 6 which cultivates future leaders by giving pupils responsibility during PE lessons and playtimes.

Furthermore, PE and sport are promoted throughout school life, including during themed weeks such as Mental Health Days and Community Week, to help embed the importance of physical and emotional well-being in our pupils' lives.

PE is rarely cancelled. We understand the importance of the subject contributing to all aspects of health. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements are made. If the indoor space is available, the activity is taught inside with modification or adaptation still allowing the learning intentions to be achieved.

Importance of Physical Education

We recognise physical education as an integral part of a child's development, contributing to their physical competence, health and fitness, confidence, and mental well-being. This aligns with the DfE's emphasis on character education and whole-child development, as described in *'Realising the potential of physical education and sport'* (DfE, 2013) and supported by the *Ofsted Education Inspection Framework (EIF, 2023)* principles relating to personal development.

Physical Education Policy Using Get Set for Education for Our Curriculum Framework

This document outlines the structure and content of a comprehensive and evidence-based Physical Education (PE) policy using the *Get Set for Education* programme as the basis for the curriculum. The policy complies with the statutory requirements of the Department for Education (DfE) and takes into account relevant Ofsted guidance and expectations for high-quality physical education provision in schools in England.

1. Introduction

1.1 Purpose of the Policy

This policy sets out our school's approach to delivering high-quality physical education using the Get Set for Education curriculum framework. It defines our aims, curriculum model, teaching approaches, and strategies for assessment and inclusion.

1.2 Scope

This policy applies to all pupils in Key Stage 2 and will be implemented by all teaching and support staff involved in physical education.

2. Statutory Requirements and National Guidance

2.1 National Curriculum Expectations

The PE curriculum provided is aligned with the *National Curriculum in England: Physical Education Programmes of Study* (2013), which outlines that:

- All pupils should develop competence to excel in a broad range of physical activities
- Pupils should be physically active for sustained periods of time
- Pupils should engage in competitive sports and activities
- Pupils should lead healthy, active lives

(DfE, Physical Education programmes of study: key stages 1 and 2 – National curriculum in England, 2013)

2.2 Ofsted Framework

The policy supports the expectations outlined in the Ofsted *Education Inspection Framework* (EIF, 2019), particularly in relation to the quality of education judgement, which considers:

- The intent, implementation, and impact of the curriculum
 - How well the curriculum is planned and sequenced
 - How it equips pupils with the knowledge and cultural capital to succeed in life
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3. Vision and Aims

3.1 Vision for Physical Education

Our vision is to inspire all pupils to succeed and excel in competitive sport and physically demanding activities. We aim to instil a lifelong interest in physical activity and promote the physical and mental wellbeing of all children in line with the Chief Medical Officer's recommendation that children and young people engage in moderate to vigorous intensity physical activity for an average of at least 60 minutes per day across the week.

3.2 Aims

Through our PE policy, we aim to:

- Provide a broad, balanced and inclusive PE curriculum
- Encourage enjoyment through participation in a variety of physical activities
- Promote healthy lifestyles
- Deliver high-quality PE and sports experiences to support children's **physical competence, health, and confidence**.
- Promote **lifelong participation in physical activity** by exposing children to a broad range of sports.
- **Instil Christian values** like perseverance, fairness, leadership, teamwork and respect through sport.
- Encourage **inclusive practice**, offering adapted opportunities for all learners.
- Enhance **mental wellbeing**, supporting the whole child through physically active experiences.

- Provide leadership experiences through the **sports leadership programme**.

Objectives:

- Each child participates in at least **two sessions of PE per week**.
- Children are taught by both their **class teacher and specialist PE staff to enhance quality and rigour**.
- Ensure physical activity opportunities are **embedded across the school day** through active playtimes and extra-curricular clubs.

4. Curriculum Implementation Using Get Set for Education

4.1 Curriculum Overview

The primary framework for delivering PE is structured around clear progression pathways, offering:

- A focus on fundamental movement skills (agility, balance, coordination)
- Sport-specific skill development
- Physical literacy and personal challenge

4.2 Key Stages 2 Provision

We use the '**Get Set for Education**' programme to guide our curriculum planning, fulfilling the aims of the National Curriculum which states pupils should:

- Develop flexibility, strength, technique, control and balance (KS2)
- Participate in team games, learn tactics and understand rules
- Develop competence to excel in a broad range of physical activities.
- Be physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

The curriculum is planned to ensure progression across Key Stage 2, covering:

- Invasion games
- Gymnastics
- Dance (including performance opportunities)

- Net and wall games
- Athletics
- Adventurous activities
- Striking and fielding games
- Inclusive sports such as Boccia and bowls

4.3 Curriculum Mapping and Sequencing

Schemes of work from Get Set for Education are adapted to suit our pupils' needs based on year group expectations and developmental readiness, ensuring:

- Coherent progression of skills across year groups
- Reinforcement of prior learning
- Preparation for competitive sport
- Cross-curricular links where appropriate (e.g., PSHE, science, geography through outdoor and adventurous activities)

4.4 Enrichment and Extra-Curricular PE

Children are also offered a wide range of extra-curricular opportunities:

- Regular **competitive sports fixtures** across the cluster.
- Involvement in **Buxton Dance Performance** through free weekly dance club.
- Engagement with the **local bowls club** to experience community sports.
- Monthly **whole-school sports challenges**, accessible for families and pupils to promote healthy habits.
- Community and themed events where **sport supports wellbeing and identity**.

5. Teaching and Learning

5.1 Teaching Approaches

High-quality PE instruction is delivered through:

- Specialist or well-trained class teachers
- Use of modelling, scaffolding, peer assessment and self-review

- Differentiated instruction to meet all learners' needs
- Use of technology, such as video analysis, where appropriate

5.2 Active Learning Time

We ensure that the majority of lesson time is spent in moderate to vigorous physical activity (MVPA), in line with guidance from **Youth Sport Trust** and **afPE**.

5.3 Teaching and Organisation

Delivery

- Children receive **two sessions of PE per week**, delivered by a combination of their class teacher and a specialist PE teacher for consistency and specialism.
- Structured lessons are **inclusive, engaging and differentiated** to meet all pupils' needs.

Sports Leaders

- **Year 6 Sports Leaders** are selected to assist in promoting and delivering lunchtime activities, helping younger pupils engage in physical activity.
- They develop leadership, communication and teamwork skills, and play a role in shaping pupil voice in PE.

6. Inclusion and SEND

6.1 Equal Opportunities

All pupils have access to PE regardless of gender, ethnicity, disability or socio-economic status. Adaptations are made to ensure that pupils with SEND are fully included, in line with the *Equality Act 2010* and the *SEND Code of Practice* (DfE, 2015).

6.2 Differentiation

We use adaptive teaching strategies supported by Get Set for Education to ensure:

- Accessible entry points for all skill levels
- Personalised goals and challenges
- Provision for both high-attaining pupils and those requiring additional support

7. Assessment and Monitoring

7.1 Formative Assessment

We assess learning through:

- Regular observation and feedback during lessons
- Peer and self-assessment techniques
- Skill-based assessment tasks from the Get Set for Education framework

7.2 Summative Assessment

Each pupil's progress and attainment in PE are recorded termly and reported to parents annually. Summative data is used to evaluate the efficacy of curriculum delivery.

7.3 Monitoring and Evaluation

The PE Subject Leader will:

- Monitor lesson quality and pupil engagement
 - Review curriculum coverage and progress data
 - Conduct pupil voice surveys
 - Use findings to further improve provision
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8. Health and Safety

8.1 Risk Assessment

All PE activities are risk assessed in line with the school's Health and Safety Policy and DfE guidance on *Health and Safety: Advice for Schools (2014)*. Staff are responsible for:

- Checking equipment and facilities before use
- Ensuring suitable clothing and footwear
- Managing behaviour and compliance with safety rules.

Key expectations:

- **Appropriate PE kit:** Black joggers/shorts, plain white t-shirt (with or without school logo), and trainers. (A three point system is put in place to track PE Kits, a reward is put in place at the end of each term).
- **Hair should be tied back**, and all **jewellery and loose items removed** before participating.

- Appropriate footwear is essential for safety and performance.
- Equipment is **regularly checked and maintained**.
- Activities are properly supervised with numbers managed in line with child-to-staff ratios.
- Risk assessments are completed for **off-site activities and enrichment days**.
- All staff involved in PE and sport hold up-to-date **safeguarding training**, and those responsible for supervision in after-school clubs are DBS checked.

8.2 Safe Practice

We follow the *AfPE Safe Practice in Physical Education, School Sport and Physical Activity* (2020) guidance for activity-specific protocols.

8.3 Equipment

An outside contractor recommended from the LEA checks gym equipment in the hall annually. Other resources are the responsibility of the staff and children. Teachers are expected to make an initial visual assessment of equipment being used to ensure it is safe, any equipment found not to be safe should be reported the PE Lead and/or Assistant Head/Head Teacher.

Pupils are taught to lift and carry equipment safely from an early age. They know how many people are needed to carry and place specific items of equipment and how to carry correctly. All equipment should be visually checked prior to using it to ensure it is safe to use, assembled correctly and not damaged or faulty. Pupils should be involved in reporting any faulty equipment in line with their age, ability and previous experience.

To protect children from any dangers with equipment and the storage of equipment, children should not be allowed to enter the PE stores (inside or outdoor) without an adult to supervise.

8.4 First Aid

The PE subject leader works with the 'appointed person/people' to plan first aid arrangements in lessons and for sporting events off-site if they themselves are not trained. It is considered good practice by the school to have at least one of the PE 'personnel' trained so they can take control of first aid arrangements when taking part in physical activities and school sport off-site.

9. Swimming and Water Safety

9.1 Statutory Requirement

As part of the National Curriculum, pupils must be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue

Swimming takes place in Key Stage 2 through structured lessons led by qualified instructors at Glossop pool for all Year 4 pupils. Lessons are planned and delivered by the Glossop swimming instructors and a qualified class teacher. The instructors will provide assessments at the end of each term and deliver a session, on water safety at the beginning of the programme.

At the end of Key Stage 2, data is submitted in-line with national requirements regarding the percentage of children in Year 6 who can swim at least 25 metres in length.

10. Wider Opportunities and Enrichment

10.1 Extra-Curricular Activities

We provide a range of clubs and sporting events before/after school and during lunchtimes. These include both participation and competitive opportunities in line with the *School Sport and Activity Action Plan* (DfE & DCMS, 2019).

10.2 Competitions and Sports Days

Our pupils engage in:

- Intra-school events (house competitions, festivals)
 - Inter-school competitions, including those run by School Games
 - Annual sports days that celebrate participation, achievement and school values
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11. Staff Development

11.1 Professional Development

Staff are supported in the delivery of PE through:

- Ongoing CPD informed by subject audits and staff feedback
- Collaboration with local School Sport Partnerships

- Support and coaching from PE specialists or external providers
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12. Roles and Responsibilities

12.1 PE Subject Leader

The PE Lead is responsible for:

- Leading the development and monitoring of the PE curriculum
 - Supporting staff training and pedagogy
 - Ensuring compliance with national guidelines
 - Liaising with external agencies and competition organisers
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13. Parental Engagement and Pupil Voice

13.1 Involving Parents

Parents are informed of the PE curriculum and their child's progress through newsletters, parent meetings, and reports. We promote healthy physical activity at home through challenges and local sporting links.

13.2 Pupil Voice

Pupils are regularly consulted to evaluate the curriculum and influence sports offered, promoting autonomy and motivation. This takes place at least once every academic year and the results assist the PE Subject Leader in creating the next cycle of targets for their action plan.

14. Policy Review

This policy will be reviewed biennially, or in response to significant changes in legislation, guidance or curriculum. The PE Subject Leader and Senior Leadership Team are responsible for leading this process.

References:

- DfE (2013) National Curriculum in England: Physical Education programmes of study
- Ofsted (2019) Education Inspection Framework
- afPE (2020) Safe Practice in Physical Education and School Sport

- DfE (2014) Health and Safety: advice on legal duties and powers
- DfE (2015) SEND Code of Practice: 0 to 25 years
- Youth Sport Trust, Chief Medical Officer Guidelines for Physical Activity
- Sport England Active Lives Children and Young People Survey

This policy is aligned with our school's broader curriculum intent and contributes positively to the personal development, health and wellbeing of all pupils.