

# PE POLICY DOCUMENT

## **Introduction**

The following document is intended to inform staff, governors, parents and other interested parties of our approach to the teaching of Physical Education at Shakespeare Primary School.

## **Vision**

All children leaving school with the knowledge, understanding, skills and motivation necessary to equip them for a healthy lifestyle and the ability to achieve their physical, emotional and social potential.

## **Rationale and Intent**

At Shakespeare Primary School, we value and recognise the importance of Physical Education in developing healthy, active lifestyles. We are committed to ensuring all children become physically confident individuals who develop a positive relationship with physical activity.

Our curriculum is designed to provide every child with the opportunity to reach their physical, social and emotional potential. Through high-quality PE lessons and a wide range of sports and physical experiences, we inspire pupils to develop life-long participation in physical activity and make positive life choices.

We aim for all children to take pride in their personal achievements, building confidence, resilience and a sense of excitement in their progress. Opportunities for collaboration and competition enable pupils to develop important values such as respect, fairness and teamwork.

Through our strong partnerships across Leeds, we provide opportunities for children to showcase their talents beyond school and further develop their confidence and enjoyment of sport.

We care deeply about Physical Education being inclusive of all and ensure that every child has access to the two hours of PE that they require to be a happy, healthy and physically competent individual.

## **How this is achieved:**

As a school we use 'GetSet4PE', a scheme of work that considers the needs of all learners and ensures a clear progression of skills while promoting physical literacy, confidence and enjoyment in physical activity. Additionally, it supports whole-child development by encouraging teamwork, resilience, and healthy lifestyles.

## Teaching and Learning

Our PE lessons are taught using a structure of: a warm up task, skill-based teaching and development and then the opportunity to apply what they have learnt to a mini-game/challenge before a plenary which assesses and reinforces learning at the end. This follows a progressive cycle of: prepare, learn, apply and reflect.

In order to support children in achieving outcomes, teachers share four key words at the start of each PE lesson. Three of these words focus on the physical actions that children need to do to be successful in developing the taught skill and the final word sets a whole-class social, emotional or thinking target for that particular lesson. These words are then referred to throughout the lesson by teachers as a way of supporting learning and allowing pupils to reflect on their own understanding and progress.



As teachers it is important that physical education is taught in a variety of ways. There is scope to use whole class, group and individual work in teaching Physical Education and it is vital that children receive these various styles. Children need to be given a variety of tasks including practice and consolidation, investigations and problem solving.

Links between Physical Education and other core and foundation subjects should be made where possible to ensure that children see the importance of movement within all areas of the curriculum.

As a school we look to promote independence in our learners and want our children to take ownership of their own learning, setting their own goals and knowing their next steps with teachers facilitating this learning.

## Support staff

The role of support staff in PE lessons is paramount to the success of the learning. There are a variety of roles support staff can help to deliver throughout the lesson:

- **Be actively involved in children’s learning:** under the direction of the teacher, we expect to see Support staff working with children throughout the lesson and moving around the learning environment when necessary to meet the children’s needs. We will foster an ethos of ‘having a go’ and enjoying learning, engaging the children to move their learning on.
- **Be flexible and adaptable:** we expect to see staff using their initiative, observing the teaching and learning and finding ways to support the child and teacher without always having to be directed to do so. We recognise that some days are more challenging than others and will support other staff members by stepping in to problem-solve – we don’t say ‘That’s not my job...’
- **Always put the child’s best interests first:** we will foster positive relationships with all children, providing them with a challenging yet supportive and encouraging environment. No child will be left to struggle or their needs ignored.
- **Follow the school behaviour policy consistently:** we expect staff to encourage our pupils to follow the Golden Rules and use them to ‘look for the good’ in all children. We will challenge unacceptable behaviour and not be afraid to ask for support from colleagues if unsure. We will find out about individual children’s needs from their IBPs and follow through with agreed steps. We do not ‘pass the buck’.
- **Communicate clearly with teachers and other support staff:** we will follow agreed planning and ask questions to clarify expectations and jobs. We will communicate our observations and feedback on children’s achievements and use our initiative, in partnership with the teacher, to suggest next steps in learning.
- **Have the highest standards of professional conduct:** we will never speak about a child in a negative way in front of them or other children. We will not speak negatively about other members of staff in public spaces or in groups. We will aim to look for the positive in all situations.

### **Progression in Physical Education**

Having a clear and well-structured progression of skills is essential to ensure that all pupils build on prior learning, develop confidence, and make sustained progress in their physical abilities. We have carefully mapped this progression across all year groups, as outlined in the table below, to provide a coherent and supportive pathway for every child’s development in PE.

Progression document available on school website [here](#).

### **Foundation Stage**

Children in foundation stage are provided with daily opportunities to explore their physical beings through play and other planned physical activities. In reception children are being taught the basic principles of PE within their continuous provision. They are taught one half term of gymnastics in the summer term to prepare them for key stage one, and are given daily opportunities to support their body weight to develop their upper body strength.

## **Key Stage 1**

Children in Key Stage 1 are taught fundamental movement skills through the Get Set 4 PE scheme. They are given basic skills that they can then experiment with and adapt, and then apply them in challenges where they compete against themselves to achieve their personal best. Children complete a variety of different units which allow them to transfer these skills such as: gymnastics, dance, yoga, invasion games, net and wall games and ball skills.

## **Lower Key Stage 2**

Children in Lower Key stage 2 are given the opportunity to consolidate the skills that they have learnt in Key Stage 1 and then develop them into more complex movements and skills.

**From Year Three onwards**, children repeat the same units to ensure strong progression:

- Invasion Games: Tag Rugby, Netball and Basketball
- Net and Wall: Tennis
- Striking and Fielding: Rounders and Cricket
- OAA
- Gymnastics
- Dance
- Fitness and Athletics (including Sports Hall Athletics)

Year Four children go swimming twice a week and also have the opportunity to attend a residential which allows them to experience physical education in an outdoor and adventurous setting, taking part in hill walking, orienteering, low level climbing as well as many other activities.

## **Upper Key Stage 2**

Children in Upper Key Stage 2 are given a wider range of opportunities to apply their learnt skills and begin to understand and apply tactics in competitive situations with partners and in small sided games. For example, in Year Five children are taught table tennis. Additionally, pupils are taught problem solving skills in an individual and team context so that they are able to outwit opponents. Children in Year Six also have the opportunity to attend a residential which allows them to experience physical education in an outdoor and adventurous setting and attend West Leeds Activity Centre where they partake in archery, OAA, teambuilding, rock-climbing and abseiling.

***At all stages, units titled as a sport, such as 'netball' are not used to teach them how to play the specific sport, but how to use the sport as a driver to teach the skills involved, e.g. attacking and defensive skills. Basic rules can be used in small sided games with no more than 5 players on a team. This ensures that children maximise the time they have to apply their skills in a small sided game situation. The rules played to do not have to be those of the professional sport as the children or teacher may choose to adapt games to suit the people involved, or may create their own.***

## **Planning and Differentiation**

Get Set 4 PE supports inclusive, high-quality physical education by embedding differentiation and adaptability into every lesson. This ensures that all pupils - regardless of ability, confidence, or need - can access, enjoy, and progress in PE.

Get Set 4 PE uses the **STEP model** to adapt activities:

- **Space** - Adjusting the size or layout of the playing area (e.g. smaller spaces for control, larger spaces for challenge)
- **Task** - Modifying the activity rules or objectives to suit ability levels
- **Equipment** - Using different sizes, weights, or types of equipment (e.g. larger balls, softer equipment)
- **People** - Changing groupings (e.g. mixed ability pairs, smaller teams, or additional adult support)

This framework allows teachers to quickly adapt lessons in real time to meet the needs of all learners.

The aim of all of our PE lessons is to promote inclusion and engagement. This is achieved by placing an emphasis on enjoyment, confidence, and participation. Activities encourage collaboration, respect, and resilience and all pupils are given opportunities to succeed and feel valued within PE lessons.

## **Swimming**

For swimming we currently use the Active Schools and Leeds City Council scheme of work which aims to have all children swimming 25metres by the time they leave primary school. Swimming is taught weekly in Year Four by fully qualified swimming instructors at local leisure centres.

## **Equal Opportunities**

It is important that all children are given the opportunity to develop in physical education regardless of race, gender religion, ethnic group, culture or ability. We would also plan and develop children's multi-cultural awareness making sure the curriculum reflects the wider community. Children need relevant experience and language to access our creative curriculum successfully.

## **Religious Beliefs and Celebrations**

Physical Education is a statutory part of the National Curriculum and is therefore something that all children must be taught. As a multi-cultural school we understand the different backgrounds of our families and will always do all we can to support them as long as it does not have a negative impact on a child's education. We have put everything in place to ensure

that all children can access the whole PE curriculum having taken advice from religious figures in the local community, including adapting our PE kit policy. We advise that during celebrations such as Eid, where children may be fasting in Years Five and Six, that they should be allowed water during and after PE lessons to avoid becoming ill.

### **Special Needs**

Children on the SEND register and who have specific learning difficulties will be planned for.

### **Time**

We ensure that all children receive a minimum of two hours physical education every week. This is protected time so children will not be removed from PE lessons for interventions or additional learning elsewhere.

### **Resources**

Every phase has access to the school sports equipment to deliver PE sessions. Resources are audited termly by the subject leader and replacements are ordered where needed. Teachers within each phase know to inform the subject leader of any missing/ broken equipment so that replacements can be ordered.

### **Health & Safety**

The safe use of equipment is to be promoted at all times in line with the Association for Physical Educations handbook, *Safe Practice: In Physical Education, School Sport and Physical Activity*. This publication is readily available for all staff to access and is kept by the subject leader.

### **The Role of the Head Teacher**

- To ensure that the National Curriculum is implemented.
- To encourage and support the subject leader's approach to physical education development across the curriculum.
- To support and encourage all staff in the teaching of physical education.
- To make available the necessary resources to continue the development of physical education within the school budget.
- To promote physical education in school.

### **The Role of the Subject Leader**

- To promote physical education in school.
- To provide a good example of the teaching of physical education in the classroom.
- To ensure resources are available.
- To plan and implement future developments of physical education through action plans.
- To review and monitor both the planning and teaching of physical education.
- To work alongside staff when required.

- Attend relevant courses and disseminate information to staff.
- Arrange INSET courses for staff.
- Organise the acquisition of new resources.
- Support colleagues.
- Encourage parental involvement.

#### **The Role of Teaching Staff**

- To ensure that physical education is used in the classroom in line with the National Curriculum.
- With the support of the subject leader and head teacher to implement any changes in the teaching of physical education.
- To ensure there is equality of opportunity in the teaching of physical education.
- To inform the coordinator of any problems which may arise in the implementation of physical education.
- Teach and assess the children in physical education.

#### **The Role of the Governing Body**

- The governors will monitor the development and implementation of physical education in school.

#### **Review**

- This policy will be reviewed in April 2027.