Seaford Primary School

Physical Education Policy

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Level of Delegation	School	**Adopted date**	June 2025
Last reviewed on	June 2025	**Next review due**	June 2026
Review frequency	Annually		
Statutory	No		
Reference	OFSTED expectations		
Publication	2014 National Curriculum for England		

Introduction

This Physical Education (PE) policy outlines our commitment to providing a high-quality physical education curriculum for all students. It ensures that every child in our Primary School has the opportunity to develop their physical skills, understand the importance of a healthy lifestyle, and engage in a range of physical activities. The policy adheres to the 2014 National Curriculum expectations and meets the standards set by Ofsted regarding excellence in teaching and learning.

Aims and Objectives

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and

promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives.

The aims of the PE curriculum are:

- To provide a balanced and challenging PE curriculum that promotes physical competence, health, and well-being.
- To ensure that all pupils enjoy and engage in physical education and are motivated to lead healthy, active lives.
- To develop students' interpersonal skills and teamwork through cooperative activities and competitive sports.
- To promote understanding of the importance of physical fitness and healthy lifestyles.
- To provide opportunities for all students to compete in inter-school competitions and festivals.

Curriculum Overview

1. Curriculum Content

Our PE curriculum (following the Real PE scheme) covers the following areas as outlined in the 2014 National Curriculum:

- **Games:** Sending and receiving skills, creative play, and strategic understanding.
- **Gymnastics:** Body control, movement patterns, balance, and coordination.
- **Dance:** Expressive movement, rhythm, and performance.
- **Athletics:** Running, jumping, and throwing events.
- **Swimming and Water Safety (Year 5):** Ability to swim competently, confidently, and proficiently over a distance of at least 25 metres.

2. Progression and Assessment

The assessment of PE is an integral part of teaching. It allows teachers to identify what has been learnt and to monitor pupil's progress, thus informing next stages of learning. Assessment also diagnoses and identifies ways of overcoming particular learning difficulties and highlights confident children.

Teachers are encouraged to record significant performances and use their lesson evaluations to inform future planning.

Our curriculum is designed to promote progression in line with the National Curriculum expectations. Regular assessment will be conducted to monitor pupil development and inform future planning.

Implementation

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes, there are children of differing physical confidence. Recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Staff implement the STEP principle (Space, Task, Equipment, People) in order to achieve this.

1. Teaching and Learning Strategies

- Use a variety of teaching styles to accommodate the diverse learning needs of all pupils.
- Create a safe and inclusive environment that encourages participation from every student, regardless of ability.
- Foster a culture of respect, resilience, and sportsmanship.

2. Professional Development

- Regular training and professional development opportunities will be provided for staff to enhance their delivery of the PE curriculum.
- Promote best practices by facilitating peer observations and sharing feedback.

Extra-Curricular Activities

The school provides a range of extra-curricular sports clubs including: football, multisports, gymnastics and dance. These encourage children to enjoy sport, and to develop their skills in sport specific areas. We aim to provide opportunities for children to participate in competitive and non-competitive activities, which may be individual or team based in nature.

These opportunities foster a sense of team spirit and co-operation amongst our children. Clubs are run by professional organisations/coaches and members of staff. Where possible, all leaders are given opportunities for professional development in these areas. We also employ a sports coaching company to engage the children in physical activity at lunchtimes, and this has been incredibly successful.

Children from year 3-6, regularly have opportunities to compete against other local schools in a variety of sports competitions as part of the School Games programme.

We aim to:

- Provide a comprehensive programme of extra-curricular activities will be provided, including after-school clubs, competitive sports teams, and local inter-school competitions.
- Actively engage with parents and the community to promote involvement and support for physical activities.

Health and Safety

As in all subjects, we encourage the children to consider their own safety and the safety of others at all times. When working in practical activities and in different environments, including those that are unfamiliar, children should be taught:

- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- To appropriately and safely sue equipment, including setting up and putting away
- To explain the steps they take to control risks

Children arrive in school on their PE days wearing the school PE kit of a yellow T-shirt, green shorts and appropriate sports footwear (e.g. trainers). For indoor PE, children should wear appropriate sports footwear to the hall, although it is preferable for them to remove them for Gymnastics and Dance. In cold weather the children may wear tracksuit bottoms or leggings, and a sweatshirt or jumper, for outdoor PE. Jewellery should not be worn for any physical activity. Staff are also required to wear suitable sports attire for all PE lessons. This clothing should differ from their usual professional clothing so as to match the expectation set out for the children.

- Staff will ensure that all PE activities are planned and carried out safely, following the school's health and safety guidance.
- Regular risk assessments will be carried out for all activities, particularly for off-site trips and swimming sessions.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Summary of Ofsted Expectations

According to the Ofsted Education Inspection Framework:

- **Quality of Education:** Schools must provide a well-structured curriculum that fosters knowledge and understanding, ensuring that students are prepared for future learning.
- **Personal Development:** PE should contribute to the holistic development of students, emphasising character building through sport and physical activity.
- **Behaviour and Attitudes:** An effective PE curriculum should promote engagement, respect, and teamwork, helping to build positive relationships among students.
- **Leadership and Management:** School leaders must demonstrate a clear vision for the PE curriculum, ensuring that staff are well-trained, and resources are appropriately allocated.

In conclusion, this PE policy aims to create a robust framework for delivering high-quality physical education that meets the needs of our pupils, contributes positively to their overall development, and aligns with the expectations of Ofsted.