Lady Bay Primary School
PE Policy

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1. The 'Lady Bay Way' in PE

At Lady Bay Primary School we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE program is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle.

To achieve this, we follow a series of stages:

Planning

Each year group at Lady Bay is taught two distinct PE units per half term. Teachers use the **Skills and Knowledge Progression Grid** to ensure that PE knowledge and skills are taught progressively across year groups.

The PE curriculum is planned using the **Get Set 4 PE** scheme, structured across three phases: long-term, medium-term, and short-term planning. The long-term curriculum planner outlines which units are taught each term for each year group and is developed collaboratively by the PE Lead and teaching staff to ensure a broad, balanced, and engaging PE curriculum.

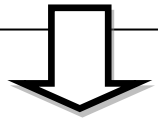
Medium-term plans provide details of each unit, including an overview, links to the National Curriculum, and assessment criteria. **Short-term lesson plans** offer differentiated activities to support children of all abilities in developing their skills, knowledge, and understanding.

We also use **Knowledge Organisers** and **progressive vocabulary pyramids** from Get Set 4 PE to identify the key skills, knowledge, and "sticky vocabulary" for each unit. This vocabulary is shared with pupils to empower their learning and support progression throughout the PE curriculum



Teaching

We use the PE lesson planning on Get Set 4 PE for our PE units. We are flexible and may amend lessons on occasions if needed, depending upon the ability and nature of the children and the progress made in the last lesson. Each PE lesson begins with the teacher introducing the 'Sticky Vocabulary' for the lesson. The teacher will also begin the lesson by revisiting the skills/ knowledge which the children learnt in the previous lesson. Then the children will be introduced to the new learning for the lesson. The teacher will also refer to the SET objectives for the PE lesson: Social Emotional and Thinking objectives. PE lessons encourage children to develop physical skills, compete against themselves and others whilst also being challenged to improve their social, emotional and thinking skills. These skills are embedded in the heart of our planning. WE also use the STEP principle with the children in PE. To differentiate the PE lessons we look at four specific areas: Space, Task or Time, Equipment and People. We actively involve the children in using the STEP principle so they can set their own challenges in lessons or adapt a task they are engaging in if too difficult.



Assessment

The assessing of knowledge and skills in PE is ongoing in a lesson and throughout the unit by means of questioning, informal observations and revisiting 'sticky vocabulary'.
The PE Lead will discuss with children their learning in each PE units and question children on sticky vocab during pupil voice. We try at all times whilst teaching PE to create as many opportunities for Peer and Self-Assessment.
At the end of each PE unit teachers will fill in assessment grids following the end of unit expectations. Children will be marked as either: working towards, working within or exceeding expectations.

2. Statement of Intent and Impact

To fulfil our vision of PE at Lady Bay Primary School we wish for children to appreciate how physical fitness is a vital part of leading a healthier lifestyle. We wish to teach children self-discipline, making them aware that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved.
We strive to deliver high-quality PE teaching and learning opportunities that inspire all children to succeed in physical activities. We want to teach children how to cooperate and collaborate with others as part of a team. We wish to help children develop an understanding of fairness and equity of play and to embed life-long values.

At Lady Bay School we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities. Teachers plan their lessons and make necessary adaptations to ensure appropriate challenge and accessibility for all learners. We are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have.

At Lady Bay we pride ourselves upon creating an inclusive culture, developing teachers' skills and confidence, and ensuring lessons are accessible and meaningful for all students. If a need is identified teachers will create a support plan for individuals with adapted equipment, modified activities and a wider variety of assessment methods. The school will also collaborate with external organisations for any specialist support that will help individual pupils engage to their full potential in PE.

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Lead active and healthy lives
- Engage in competitive sports and activities

Impact

To fulfil our vision, we hope to help develop a love of sport within children at Lady Bay Primary School by providing children with the highest standard of PE teaching possible.

We wish to create opportunities for children to enjoy a diverse range of fun sports through engaging and high-quality teaching.

From PE lessons children will learn to take responsibility for their own health and fitness. We encourage children to live happy and healthy lives and benefit in life from the skills and knowledge acquired through PE.

Our curriculum will improve the wellbeing and fitness of all children at Lady Bay, not only through the sporting skills taught, but through the values and disciplines that PE promotes.

3. Legal Frameworks

This Policy will have regard to the following statutory and non-statutory guidance:

PE programmes of study: Key Stages 1 and 2 – September 2014

4. Teaching

At Lady Bay, all pupils will participate in two hours of high-quality Physical Education (PE) each week. Our PE curriculum is designed to provide a broad and balanced range of sporting opportunities, ensuring that every child is able to experience, develop, and enjoy a wide variety of physical activities.

PE lessons are planned and delivered using the *Get Set 4 PE* platform. This scheme of work aligns with the National Curriculum, reflects the school's core values, and supports our whole-child approach to Physical Education. The programme is progressive by design, ensuring that pupils are appropriately challenged and able to build on prior learning as they move through the school.

All PE lessons will incorporate the use of the STEP principle (Space, Task, Equipment, People) to support differentiation. This approach enables staff to adapt activities to meet the needs of all pupils, including providing additional support for less confident learners and greater challenge for more able pupils.

Where possible, PE lessons will take place outdoors and across all seasons, provided weather conditions are safe and appropriate for participation.

Sports Coach

PPA sessions may be delivered by qualified Sports Coaches, who follow the *Get Set 4 PE* planning to ensure consistency and continuity across the curriculum. The indoor hall is timetabled for one hour per class, providing an alternative space so that lessons can continue in the event of adverse weather conditions.

Throughout the year, Sports Coaches also contribute to staff development by delivering targeted CPD in PE units where teachers may feel less confident, thereby strengthening whole-school practice.

Swimming

Swimming lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course. Swimming lessons are provided for Year 3 children and catch up swimming is provided for the children in Year 6 .

PE Resources

The PE Lead is responsible for ensuring that curriculum resources are of a high standard and available in sufficient quantity to enable all pupils to fully access planned activities.

All PE equipment is stored securely in the designated PE cupboard located on the junior playground. This cupboard remains locked, with access restricted to members of staff only.

The PE Coordinator, alongside staff delivering PE lessons, will carry out regular checks to maintain the organisation and tidiness of the cupboard. Any damaged, broken, or missing equipment must be reported to the PE Coordinator promptly so that replacements can be arranged.

Health and Safety

We recognise that participation in PE contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk.

1. Staff are aware of the safe practices involved in moving and using apparatus.
2. Pupils wear appropriate clothing, remove all jewelry and tie back long hair. If the removal of studs is not possible they should be securely taped?
3. Equipment and apparatus are stored safely at the end of each lesson.
4. Pupils are taught to consider their own safety and that of others at all times.
5. Teaching staff should be appropriately dressed to teach PE.
6. We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment

PE KIT

At Lady Bay School we believe in the importance of appropriate clothing for all weathers in PE. Children must wear the correct school PE kit: shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are recommended.
Throughout the school all children may wear their PE kit to school on PE days to maximize the children's time spent learning in PE lessons.
Children are encouraged to wear clothing in line with the season and weather conditions, maximizing access to all lessons.
Older children are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.
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5. Curriculum

The aims of the PE curriculum are to ensure pupils:

EYFS

We encourage the physical development of our children in foundation as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age.
We encourage the children to develop confidence and control of the way they move and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns.

Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate [for example, badminton,

basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending, develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] , perform dances using a range of movement patterns, take part in outdoor and adventurous activity challenges both individually and within a team, compare their performances with previous ones and demonstrate improvement to achieve their personal best.

6. Cross Curricular links

Cross-Curricular Links in PE

At Lady Bay, we recognise the value of cross-curricular learning and seek to embrace meaningful links between PE and other subject areas wherever possible.

Literacy
PE supports the development of pupils' speaking and listening skills through peer and self-assessment opportunities. Pupils are encouraged to provide constructive feedback to peers, reflect on their own performance, and respond to instructions effectively. Vocabulary progression is embedded within each unit, allowing pupils to build and retain subject-specific language as they move through the school.

ICT
ICT is used to enhance the teaching and learning of PE where appropriate. Examples include recording and reviewing dance or gymnastics performances, and using video to support pupils in analysing and improving their own work.

RSHE
The *SET Principles* (Social, Emotional, Thinking) are introduced at the start of each lesson. These objectives support pupils in developing their social skills, emotional awareness, and cognitive thinking through physical activity.

Science
Through PE, pupils develop an understanding of the benefits of regular exercise and healthy eating, and how to make informed lifestyle choices. They also learn about the human body, including the role of bones, muscles, and organs in physical activity.

Mathematics
PE provides opportunities to reinforce mathematical skills such as counting, measuring, and problem-solving.

Geography
In Outdoor and Adventurous Activities (OAA), pupils develop map-reading skills and apply geographical knowledge to practical contexts.

7. Assessment and reporting

Assessment in PE is ongoing and takes place through both informal observation of performance during lessons and formal assessment against the objectives outlined in the National Curriculum.

In the **Early Years Foundation Stage (EYFS)**, assessment focuses on the development of fundamental movement skills, including negotiating space safely in relation to others and learning to handle and use a variety of equipment. This provides a strong foundation for progression into Key Stage 1.

In **Key Stage 1 (KS1)**, pupils continue to refine and extend their fundamental movement skills while also beginning to develop an understanding of simple tactics, including the principles of attack and defence.

By **Key Stage 2 (KS2)**, pupils are expected to apply these skills more confidently and effectively across a range of activities and competitive situations.

The school has clearly defined expectations for the knowledge, skills, and understanding that pupils should demonstrate at the end of each year group and Key Stage. Teachers are supported in planning for progression through a range of resources, including the *Get Set 4 PE* Skills Progression Document, Vocabulary Progression Ladders, and Knowledge Organisers.

Formal assessment is carried out using the *Get Set 4 PE* assessment tools on a half-termly basis for each unit of work. These assessments are used to monitor pupil progress, inform future planning, and prepare pupils effectively for the next stage of their education.

Reporting
Assessment outcomes are shared with parents and carers through termly parents evenings and end-of-year reports, which provide information on pupils' progress, achievements, and areas for further development in PE. Teachers also use assessment information to support smooth transition between classes and Key Stages, ensuring continuity and progression in learning.

Inclusion and Accessibility
Assessment in PE is used to identify pupils who may require additional support or greater challenge. Lessons are adapted to meet the needs of all learners, including pupils with Special Educational Needs and Disabilities (SEND) and those identified as gifted or talented in physical education. The STEP principle (Space, Task, Equipment, People) is used to differentiate activities, ensuring all pupils can participate safely and successfully while making as much progress as possible.

8. Roles and responsibilities

As a teaching staff, there is a collective responsibility to ensure the PE curriculum is implemented effectively through well planned units of work, ensuring the progression of skills across school and assessing effectively. Additional responsibilities fall in the following areas:

The PE Lead is responsible for:

- Developing, reviewing, and resourcing the school's PE policy.
- Monitoring PE planning and teaching across the school.
- Collaborating with the SENCO and teaching staff to ensure lessons are appropriately differentiated for all pupils.
- Supporting and co-teaching PE units with staff as required.
- Keeping staff informed about relevant CPD opportunities.
- Staying up to date with current PE initiatives, best practice, and national guidance.
- Providing guidance and training during staff meetings and INSET sessions.
- Promoting and celebrating PE achievements across the school, including displays and events.
- Managing and maintaining PE resources.

The Governors are responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Headteacher with regards to pupil progress and attainment.
- Liaising with the Curriculum Leader to ensure the PE curriculum is delivered effectively

9. Monitoring and review of this policy

The planning and coordination of PE at Lady Bay is the responsibility of the PE Lead, who provides support and guidance to colleagues in the delivery of PE lessons.

The PE Lead evaluates the strengths and areas for development in PE through staff and pupil voice and monitoring activities. Where possible, the PE Lead will undertake focused lesson observations to support teaching and learning.

Opportunities are provided for teachers to observe or co-teach with specialist PE staff, helping to build confidence and expertise in delivering PE lessons.

This policy is reviewed annually by the Curriculum Leader, Headteacher, and Governors. Any updates or changes will be communicated to all staff and relevant stakeholders. The policy is also made accessible to parents and the wider school community via the school website.