



Shardlow Primary School

Aspire Achieve Thrive



Physical Education Policy

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Contents

1. Intent.....	2
2. Our Vision.....	3
3. Implementation.....	3
4. Risk assessments.....	4
5. Continuous Professional Development (CPD)	6
6. Impact.....	6

1. Intent

Mission

- 1.1 Our school is a small school with a big passion for providing a rich, broad and high-quality learning experience in a safe, secure environment, enabling all learners to realise their true potential.

Our Values

- 1.2 The Shardlow Spirits represent the values and behaviours that we expect and promote at our school.
- Independence
 - Motivation
 - Confidence
 - Open-mindedness
 - Respect and Responsibility
 - Happiness
 - Kindness

2. Our Vision

- 2.1 Our vision is to ensure that children see the long-term benefits of staying healthy and fit. We promote a healthy lifestyle whilst having fun competing and having the opportunity to try different sports and games. We aim to give children the chance to achieve and then strive to beat their personal best. To understand our vision more clearly it is important to distinguish between the terms 'PE', 'physical activity' and 'sports,' as they are often used to describe the same things in school.
- 2.2 Physical Education is the foundation block of developing health and fitness in school and is a non-negotiable. It is taught by the class teacher (sometimes the teacher may be supported by coaches) and is taught during the school day as a subject of its own. The teaching of PE is non-negotiable and as a school we follow the National Curriculum. These lessons should focus on delivering the aims below through a variety of activities rather than teaching children to take part in or excel at a specific sport.
- 2.3 As well as promoting physical activity in PE lessons we also have an extensive extra-curricular activity programme. These can be a combination of physical activities or sports which provide children with the opportunity to develop their health and fitness outside of lesson time; such as at lunch times, break times or before and after school and can be delivered by teachers, coaches, lunch time supervisor or otherwise qualified supervisor. These extra-curricular activities should be open to all children.
- 2.4 School sport describes opportunities we provide for the children to compete or train in specific sports. This includes intra and inter school competitions, as well as training sessions for specific teams or squads of pupils.
- 2.5 It is important that the reader is aware that this policy is describing Physical Education in our school not the extra-curricular activities or school sport. Within Physical Education we teach swimming which is covered by a separate policy.

3. Implementation

Timetabling

- 3.1 Every child in the school should receive a minimum of 2 hours of Physical Education each week. (Remember this does not include any extra-curricular activities or school sport opportunities.) The timing of this is covered in the following ways;

Key Stage 1

- Two one hour discrete lessons each week.
- 30 minute swimming lesson each week for Year 2 only during Summer term.

Key Stage 2

- Two one hour discrete lessons each week if not swimming. Otherwise, one hour discrete lesson each week.
- 30 minute swimming lesson each week.

- 3.2 Our school subscribes to Teach Learn Grow (TLG) which is a tailored programme to assist with the delivery and assessment of PE in school. It provides a long term plan for each year group, alongside more detailed lesson plans and advice on how to deliver each session, put together by a team of PE specialists and coaches. Teachers ensure that they follow the aims and expectations of the National Curriculum through individual lessons and ensure that high expectations are set. By following the TLG programme of study, the PE lead(s) can ensure that the National Curriculum is being adhered to and covered adequately.

4. Risk assessments

- 4.1 The school has a range of risk assessments to cover a range of different activities taught within school. These risk assessments are reviewed annually by the subject lead and any changes should be reported to staff. The risks assessments are made available to staff throughout the year for them to return to should they need them. Staff should ensure that they follow the guidance in these risk assessments at all times.
- 4.2 *Please note that an important aspect of many of the risk assessments is the use of two adults to cross children across the road to the school field at ALL times.*

PE Kit

- 4.3 Children in EYFS get changed for PE lessons as this is a target to be assessed in the ELG framework. In KS1 children also get changed for PE lessons, but KS2 children come to school in their PE kit to ensure that valuable learning time is not lost whilst children get changed. Children who attend swimming lessons will all arrive at school in school uniform before getting changed into their swimming kit at the pool:

Indoor kit- black or blue shorts, a white t-shirt and plimsolls.

Outdoor kit- black or blue jogging bottoms or leggings, a white t-shirt, a black or blue tracksuit top and trainers.

- 4.4 If pupils wear jewellery that cannot be easily and safely removed the activities are adapted to enable all children to take part in the lesson safely.

Staff PE kit

- 4.5 As part of our work to promote active lifestyles and also to keep our staff and pupils safe the school also has a staff PE kit.
- 4.6 The schools PE top and tracksuit top can be ordered at the school office and are provided by the schools PE budget.
- 4.7 There is an optional pair of tracksuit bottoms which can be purchased by the staff themselves, or alternatively they should wear plain black/blue tracksuit bottoms.
- 4.8 Staff should also wear trainers.
- 4.9 This kit should be worn by staff in ALL PE lessons, swimming lessons and competitions.

First Aid

- 4.10 Only staff who are first aid trained should administer first aid. When administering first aid during a PE lesson staff should reflect upon the guidance in their training.
- 4.11 If a teacher is not first aid trained they should ensure that they are able to contact a first aider at all times during the lesson, should they need to. This can be done in the following ways;
- Using a teaching assistant or other adult in the lesson who may be first aid trained.
 - If using the school field and there isn't another adult supporting the lesson who is first aid trained then the teacher should take a walkie talkie with them to call the school should need a first aider.

Medical Conditions

- 4.12 It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

Equipment and Resources

- 4.13 The equipment and resources, both internally and externally are checked by PE lead(s) annually. Children should be made aware of the safe handling of equipment every lesson and equipment should be checked by the teacher before the start of the lesson. Any defects must be reported to the subject leader immediately. An equipment and resource audit is conducted by the PE lead(s) to ensure that there is sufficient for the use in lessons. If equipment or resources need replenishing, PE lead(s) will purchase using the PE sports premium funding.

Assessment

- 4.14 In line with our whole school approach to assessment, teacher should use the PE curriculum objectives to assess pupil's abilities over the course of the half term. They should make notes during lessons and then formally record the assessments made on the objective document at the end of the half term. In order to track individual children's progress teachers use the 'TLG' assessment system, which gives a breakdown of each of the objectives for that half terms programme of study and allows teachers to make a judgement of working towards, expected or exceeding for each objective.
- 4.15 During swimming lessons assessments are made in the same way but against the Derbyshire Wave & Splash Award objectives.
- 4.16 Children should be encouraged to be a part of the assessment process as much as possible, through sharing objectives at the start of the lesson, analysing their progress against them within and across lessons and celebrating their achievements.

Monitoring

- 4.17 PE is monitored throughout the year and a summary of the main findings are recorded in the subject lead's end of year report. The PE lead decides the most appropriate form of monitoring depending on the needs of the subject at the time; these may include planning

scrutiny, lessons observations, analysis of the assessment data and may also work with specialists from the (link secondary school) sports partnership and or other external agencies when needed. Pupil voice also plays an integral part of monitoring and pupil interviews are used to gauge the children's perspective on physical education. t

- 4.18 Where monitoring might show a divergence from the school's standards in PE, support must be put in place by the subject lead. The lead will need to make an assessment of the needs and decide upon the appropriate support, making use of training opportunities and support from coaches, the Erewash Sports Partnership and or other external agencies where necessary.
- 4.19 The subject lead is also responsible for monitoring the PE budget. They must present a forecast of the budget to the governors in July, which must be agreed. The lead then reports on the spending for the year and evaluates its impact.

5. Continuous Professional Development (CPD)

- 5.1 There are a wide range of training opportunities provided to the staff at the school. The lead will source training opportunities based upon the needs of the teacher as well as providing staff with a list of courses available. The school makes use of the training opportunities provided by Derbyshire County Council and the Erewash School Sports Partnership.
- 5.2 Staff should evaluate the success and impact of their training, through informal conversations with the subject lead, who must then report the impact of any training in the end of year report.

6. Impact

Rationale

- 6.1 The PE curriculum should ensure pupils become confident in a wide range of physical activities, supporting the development of their health and fitness. PE should encourage our pupils to develop a lifelong enjoyment of and interest in physical activity, having a positive impact on their concentration, motivation, growth, academic achievement, emotional stability and social skills. The PE curriculum should inspire pupils to achieve their personal best as well as instilling British values such as fairness and respect for others through opportunities to compete against others.

What will pupils achieve?

- 6.2 Our PE curriculum:
- Is inclusive for all children.
 - Develops the children's fundamental movement skills (running, jumping, throwing, catching, balance, agility and co-ordination) and know how to use these skills in a combination and variety of situations;
 - Develops children's awareness of their own capabilities and provide them with strategies for continually striving to improve these through analysis and evaluation;

- Provides opportunities for competitive and co-operative activities, both in team and individual situations;
- Develops an aesthetic appreciation and understanding of dance and gymnastics;
- Strives for every child can swim 25m and have basic water skills;
- Delivers a wide range of sports and activities;
- Promotes healthy and active lifestyles.

7. Monitoring & Review

1.1 The Headteacher/Governing Body will review this policy every three years as a minimum.