

Swineshead St Mary's CE Primary School Physical Education Policy

Policy name	Physical Education Policy
Member of Staff Responsible	Subject leader & SLT
Issue Status/Date	15 th September 2025
Review Date	15 th September 2028

This policy has been adopted by the Governors/Directors in consultation with the PE subject leader and teaching staff. This policy should be read in conjunction with other policies in school including: Teaching and Learning, Assessment, Marking and Feedback and other curriculum policies.

The Context

Swineshead St Mary's Church of England Primary School is a slightly larger than average rural school for children in the age range 4 to 11.

At Swineshead St Mary's, we recognise the vital role PE plays in the curriculum and are committed to providing all children with opportunities to fully engage in physical education. PE should enable all pupils to become physically literate and confident, while supporting their overall health and fitness. Children should acquire not only physical skills, knowledge, and understanding, but also an appreciation for leading healthy, active lives and the values of sportsmanship, fairness, and respect through the sports and activities they undertake.

Intent

Physical education is an inclusive and essential part of our curriculum, designed to engage and inspire all pupils. Through a broad range of sports and physical activities, children develop the knowledge, skills, and confidence to excel and enjoy being active.

We are committed to delivering high-quality teaching and learning experiences that empower every child to achieve their personal best. Competitive sport is a key element of our provision, and we encourage pupils to bring their 'Sutterton Attitude'—a spirit of determination, effort, and good sportsmanship—into every sporting endeavour.

We aim for all children to be physically active for sustained periods and to make informed choices that support healthy, active lifestyles. Swimming is recognised as a crucial life skill, and we aspire for every child to leave primary school able to swim at least 25 metres confidently and safely.

Curriculum Ambitions:

- High aspirations permeate across the school.
- A wide range of cultural experiences and enrichment opportunities are offered.
- British Values are embedded throughout the school.

We are proud to deliver an ambitious PE curriculum that encourages children to ask thoughtful questions, use key vocabulary to shape their learning, and develop confidence and resilience—preparing them for future success in education and life.

Aims

We strive for consistent delivery of high-quality PE lessons that are exciting, challenging, and enjoyable, offering varied learning opportunities.

- Develop knowledge, skills, and understanding across a range of sporting activities.
- Engage in moderate to intense physical activity over sustained periods.
- Participate in competitive sports and activities.
- Lead healthy and active lives, developing lifelong positive habits.
- Compete collaboratively in games and team activities.
- Promote safe practice in all activities.
- Build self-confidence and self-esteem through sport.
- Encourage participation in extra-curricular activities and foster community and club links.
- Increase involvement in competitive sports both in and out of school.
- Develop staff competence and confidence in delivering high-quality PE lessons.

Teaching and Learning

Activities Taught:

- Team Games (Netball, Football, Rounders, Cricket, Tag-Rugby)
- Dance
- Gymnastics
- Fundamental Movement Skills
- Outdoor and Adventurous Activities
- Athletics
- Health-Related Fitness

Disciplinary Knowledge in PE

We use the following learning dimensions to help children become active learners in PE:

- Investigation
- Expression
- Interpretation
- Reflection
- Commitment
- Empathy
- Application
- Discernment
- Analysis
- Synthesis
- Evaluation

Examples of disciplinary knowledge

- **Investigation:** Asking relevant questions and exploring different approaches to skills and tactics.
- **Expression:** Communicating through movement and explaining actions.
- **Interpretation:** Understanding the impact of actions and how to improve.
- **Application:** Connecting skills across sports and applying them in varied contexts.
- **Discernment:** Responding to tactics and working effectively in teams.
- **Analysis:** Reflecting on performance and identifying improvements.
- **Synthesis:** Transferring skills across a wide range of sports.
- **Evaluation:** Assessing performance and understanding potential improvements.

Processes for Effective Learning in PE

1. **Identify Questions:** What do I need to know to improve? What skills can be applied?
2. **Plan and Enquire:** Trial, practice, and adapt.
3. **Present and Explain:** Describe performance and suggest improvements.
4. **Empathise and Reflect:** Share thoughts and feelings about personal and peer performance.
5. **Evaluate:** Identify future improvements and implement them.

Implementation

Pupils participate in weekly high-quality PE and sporting activities. Our programme includes a variety of sports to help children develop confidence, tolerance, and appreciation of their own and others' strengths. We offer inclusive opportunities for extra-curricular activities and competitive events, promoting both physical development and well-being.

Participation in PE

We aim for full participation in every lesson by:

- Using imaginative resources and teaching strategies to engage pupils.
- Differentiating lessons to support and challenge all learners.
- Providing alternative resources to ensure accessibility for all pupils.
- Offering purposeful roles (e.g., observation, feedback, coaching) for pupils unable to participate physically.
- Ensuring pupils wear suitable footwear and receive parental notes for health-related exclusions.

Facilities for Physical Activity

On-site facilities include:

- Hall
- Separate KS1 and KS2 playgrounds (used during and outside school hours)
- Field
- Geoff Moulder Leisure Centre (for swimming lessons)

PE Kit Requirements

All pupils are expected to change for PE and wear:

- White t-shirt (long sleeves permitted in winter)
- Black/navy shorts (leggings allowed underneath)
- Trainers or black PE pumps
- School shoes are not permitted.

Extra-Curricular Activities and Clubs

A variety of after-school clubs are offered free of charge by staff and external providers. These clubs complement the curriculum and reflect pupil interests and local sporting opportunities. Pupils regularly participate in inter-school competitions.

Health and Safety

We acknowledge that physical activity carries risk. Staff are trained to minimise risks and ensure safe practice. Special provisions are made for pupils with specific needs (e.g., disabilities, asthma). Safety protocols include:

- Removing shoes for indoor activities like gymnastics and dance.
- Teaching correct equipment use and identifying hazards.
- Safe storage of equipment.
- Annual risk assessments of premises and equipment.
- Risk assessments for all sporting trips.

Role of the PE Coordinator

- Endeavour to promote a dynamic approach to the development of PE ensuring that it has a high profile.
- To evaluate the standards of PE teaching through the analysis of assessment data, observation and pupil voice
- To update the PE curriculum and oversee its implementation by other staff.
- Keep up to date with developments in PE through reading and course attendance.
- Report back on courses attended.
- Advise and support staff with the teaching and learning of PE.
- Be responsible for overall auditing and upkeep of all school PE resources and facilities.
- To organise any budgets made available from various funds and to ensure money is used to its best advantage.
- Regularly review and update the school policy statement and guidelines as required.
- Coordinate extra-curricular PE activities as appropriate to staffing and pupil interest, such as events provided by Boston Schools Sports Partnership.
- To lead on whole events that include PE, such as Sports days.
- Represent the school at external meetings in relation to PE.