



PE

POLICY

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Policy Review Date:	June 2025		Mrs R Dulieu (Head teacher)	Signature	Date
Ratified by Governing Body:					
Name:		Signature		Date	

Curriculum Intent – P.E Curriculum Intent:

“Obstacles don’t have to stop you. If you run into a wall, don’t turn around and give up. Figure out how to climb it, go through it or work around it.” Michael Jordan.

PE is a key part of school life and vital for children’s future health, fitness and well-being. It is therefore our intent to provide a PE curriculum that is broad balanced and accessible to all. Our curriculum provides opportunity for pupils to become physically confident as well as developing values and transferrable skills such as fairness and respect. We aim to inspire and motivate all pupils by offering opportunities to be involved in a variety of sports games and activities and equip them with the necessary skills knowledge and experiences to enable them to make informed choices about physical activities.

- The P.E Curriculum supports the whole school curriculum intent by delivering a curriculum that:
- Provide children with opportunities for self-reflection both in and out of the classroom
- Build new skills and knowledge in a progressive and systematic way which allows children to link their Learning
- Teach in a way that allows children to understand the purpose of their learning both now and in their future pathway through life.
- Create an aspirational and stimulating environment throughout the school, where children are challenged to better themselves.
- Enrich children’s education through trips, visitors and new experiences.
- Provide opportunities for children to develop their oracy skills throughout the curriculum.
- Foster an inclusive environment where all children’s needs are met.
- Develop children’s mental health and wellbeing through raising self-esteem and valuing their contributions.
- Showcase children’s learning innovatively to a range of audiences.

Implementation –

Early Years Foundation Stage follow the 'Big Moves' program which develops the gross motor skills of our youngest children in school. From Years 1 – 6 P.E. is taught using the Rising Stars P.E. program. This is a developmental program that builds children's confidence and skills in all areas of P.E. Leicester City coaches help to support the classes where units are not taught at their specific age to ensure coverage for their age group. The importance of staying healthy is taught through our PE curriculum and through Wake and Shake in breakfast club.

Children who are registered in a single year group class follow the appropriate year group curriculum , children who are registered in a mixed-year group class follow the lower-year group curriculum . (e.g. a Year 3 / 4 class would follow the Year 3 curriculum)

P.E. knowledge and skills is supplemented through the wealth of extra-curricular opportunities the school offers to all pupils in all year groups. This includes weekly Hockey training, Cricket, and Handball / Netball clubs put on at lunchtime

The knowledge and skills progression map for P.E (Appendix A) is organised to ensure it is delivered in the manner it is intended and demonstrates that it considers:

- That the curriculum approach is creative, broad and makes links to other subjects.
- How the skills and knowledge are designed, delivered and sequenced, considering the planning of P.E through the use of the Knowledge Organisers.
- That the children have access to high quality resources and tools to enable effective curriculum delivery.

3. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage 2020 – Early Adopters - framework](#).

4. Roles and responsibilities

4.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

4.2 Head teacher

The head teacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

4.3 Subject Leaders

Subject Leaders will ensure that their curriculum subject is implemented in accordance with this policy.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN

- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

6. Subject Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through planned Governor Visits, reading the end of year subject SEFs and Subject Action Plans and looking at subject data and outcomes.
- Subject Leaders monitor the way their subject is taught throughout the school by: planning scrutiny – looking at Knowledge Organisers – considering the coverage, taught knowledge, skills & vocabulary. Learning walks – which monitor the quality of teaching, ensuring this reflects the intent for the subject. The monitoring of work and outcomes – looking at the impact evidence - through the work in books, on display, and in scrapbooks, etc. Staff & pupil interviews to get the teachers and children’s opinions, which support measuring the impact.
- Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed and are responsible for the ordering of new resources and managing the associated budget.
- The Head Teacher and the Subject Leader will review this policy every two years.

7. Links with other policies

This policy links to the following policies and procedures: The Teaching and Learning Handbook.

Appendix A = Progression & Skills Map for P.E.

[bc.p.e.progression-skills-map22.23.pdf](#)