 **PE Policy**

**Summer 2025**

At Cale Green 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. PE should provide opportunities for all pupils to become physically literate and confident in a way which also supports their health and fitness. Children should acquire not only physical skills, knowledge and understanding, but also the awareness and importance of leading healthy, active lives as well as the values of sportsmanship, fairness and respect through the PE they undertake.

**Aims:**

**The consistent delivery of high-quality PE lessons which are exciting, challenging and enjoyable and provide many varied earning opportunities**

* Develop knowledge, skills and understanding across a range of sporting activities.
* Engage in moderate to intense physical activity over sustained periods of time.
* Participate in competitive sports and activities.
* Lead healthy and active lives, picking up positive habits for their future lives.
* To compete in games and activities in a collaborative team.
* To develop staff competence and confidence in the delivery of high-quality PE lessons
* To promote safe practice in all activities.
* To use physical education to build pupils self-confidence and self-esteem.
* To encourage involvement in extra-curricular sporting activities and develop community and club links
* Increase participation in competitive sports both in and out of School.

# Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](https://www.gov.uk/government/collections/national-curriculum), 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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](https://www.gov.uk/government/publications/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 (EYFS) statutory framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2).

# Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher 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
* Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
* The school implements the relevant statutory assessment arrangements
* It participates actively in decision-making about the breadth and balance of the curriculum
* It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher 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

Subject Leader

The subject leader will ensure that the school curriculum is implemented in accordance with this policy. Activities to monitor this will include:

* Overseeing of planning documented in the PE Scheme of work for each phase.
* Ensure that an audit of resources to support the teaching of PE is completed and any additional resources are ordered.
* Providing teachers with CPD to develop subject knowledge and provide practical ideas and resources to incorporate into PE teaching.
* Monitoring the teaching of PE through the use of lesson observations, work scrutiny and pupil interviews.
* Analyse end of year summative assessment and provide a breakdown of the percentage of children in each year group achieving Emerging, Developing, Secure or Mastered in PE.
* Identify any underperforming groups and strategies to tackle this. share this information with all staff.
* Create an action plan to address areas for development for the following year.

**External Providers**

To increase opportunities and inspire children to be active, we sometimes use external specialist providers to deliver a range of activities during our PE sessions. All visitors/coaches are expected to have an up to date CRB/DBS and provide this with photographic I.D (passport/driving licence) on arrival for their session. When external providers are used to deliver physical activity, they have been on the recommended register of coaches provided by Stockport SHAPES Alliance.

**Health and Safety**

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control.

* Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma.
* Staff know about the safe practices involved in moving and using apparatus
* Pupils wear appropriate clothing on the day they have PE, remove jewellery and tie back long hair.
* Ears can be taped if children have had their ears pierced. (This should only last 6 weeks.)
* Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in
* Equipment and apparatus are stored safely at the end of each lesson.
* Pupils are taught to consider their own safety and that of others at all times
* School shoes are not permitted to be worn for PE
* No jewellery is permitted for swimming lessons
* All dance and gymnastic sessions are to be completed in bare feet

We regularly undertake a Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment. Risk Assessments are in place for all school sporting trips.

**PE and School Sports Premium Funding**

PE and School Sports Premium funding is used in a number of areas relating to PE and sport at Cale Green Primary School. A breakdown of the funding and how it is spent can be viewed on the School website.

**PE Curriculum**

Children from Years Reception to Year 6 have at least two lessons of PE a week during curriculum time. Nursery have a 50-minute slot each week.

The curriculum at Cale Green Primary School covers the National Curriculum Programmes of Study in PE as stipulated in the PE National Curriculum 2014 document. The curriculum ensures progression and pupils develop physical skills, knowledge and understanding as well as learn about fitness, cooperation and fair play. Children are assessed by their class teacher with a final result at the end of the Year so that the next teacher can continue to build on the skills taught.

**Activities taught at Cale Green**

The activities taught at Cale Green are rich and varied, some examples are noted below

* Games (Lacrosse, Cricket, Tag Rugby, Tennis, Futsal, Hockey)
* Dance
* Gymnastics
* Fundamental Movement Skills
* Multi-Skills
* Yoga
* Outdoor and Adventurous Activities are covered during residential trips and the school site will be mapped for Orienteering.
* Athletics
* Swimming and water safety
* Health Related Fitness

**Extra-curricular activities and clubs**

In addition to the timetabled PE sessions there are a range of sporting after school clubs which run throughout the year available to pupils such as Football, Cricket, and Cross Country. These clubs complement the curriculum, the interests of pupils and the local sporting opportunities. There is also a Change4Life Club which is run by our Change4Life Champions, which is aimed at improving fitness levels of the children in Year 3 and 4 as well as developing leadership skills.

We also regularly take part in a range of intra- school and inter-school sports competitions and festivals with schools in the local area and with those provided by Stockport SHAPES Alliance

**Participation in PE**

We aim for full participation in every PE lesson and aim to do this by:

* Allowing the children to attend school in their PE kit on the days that they have PE.
* A wide range of imaginative resources and teaching strategies are used to actively engage pupils in participating in lessons.
* Our curriculum takes into consideration the range of pupils’ needs to ensure continuity and progression in learning is provided and PE lessons will be suitably differentiated in order to support and challenge pupils.
* Staff ensure that pupils of all abilities are able to access the PE curriculum by providing alternative, or different resources to develop new skills and ensure a positive relationship with physical activity from an early age.
* Pupils who are unable to participate in a PE lesson are engaged purposefully with other roles such as observation or feedback.
* PE kit should be a white t-shirt or in the colder months the black school sweatshirt provided.
* Black or navy shorts (leggings underneath are permitted in the colder months)
* Trainers or black PE pumps
* *School shoes are not permitted to be worn*

**Monitoring and evaluation of physical activity**

The PE Lead Teacher is responsible for the overall monitoring of the quality of PE and physical activity provision.

We monitor PE in the curriculum through subject reviews and self-evaluation in order to provide an accurate perspective on how it is being delivered and how it can be further improved.

Physical Education is monitored and evaluated through:

* Lesson observations
* Monitoring of lesson planning
* Monitoring of equipment
* Pupils Assessment data
* Feedback from staff
* Pupil voice
* Pupil records of participation, focusing on different groups
* Feedback from pupils/school council about PE and general physical activity
* Pupil attendance and achievement in sporting competitions
* Attendance at after school sports clubs

# 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.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

# Links with other policies

This policy links to the following policies and procedures:

* EYFS policy
* SEN policy
* Equality information and objectives

Ms Sue Ingham / Miss Ajaz

Summer 2025

To be reviewed summer 2026