Crawshawbooth Primary School

PE Policy

September 2026

Miss Hardwicke

Mission Statement

Crawshawbooth seeks to provide a happy and secure learning environment where a child's natural curiosity is provided with challenges, experiences and opportunities that will enable them to grow into caring, confident and informed citizens of the future.

Inclusion Statement

In Crawshawbooth all curricular subjects will be taught inclusively to all children regardless of their special needs, race, religion, culture, gender, sexual orientation and their family circumstances.

Introduction

This policy outlines the teaching, management and organisation of Physical Education (PE) at Crawshawbooth Primary School. The implementation of this policy is the responsibility of all teaching staff.

Physical Education, School Sport and Physical Activity (PESSPA) is of the highest quality, experienced regularly and delivered in a safe and supportive environment at Crawshawbooth Primary School.

In the Early Years Foundation Stage (EYFS), children are taught fundamental movement skills. Across the school, our aim is to develop students' competence as a priority because of its relationship to motivation, enjoyment and its potential to build confidence and engagement in physical activity and sport.

All students take part in at least two hours of PE per week. The physical activities and sports we teach are carefully selected to match the breath and ambition of the national curriculum. Ur PE programme is coherent and designed to support all students to know more and do more. We aim to reduce inequalities and teach the important knowledge students need to meet our ambitious end points, especially those form disadvantaged backgrounds or with SEND.

All staff value the important role of PE and its contribution to the whole child. They are determined that all students enjoy and participate in sport and physical activity and equip them with the knowledge to make informed decisions about how to live a healthy, active life.

Aims and Objectives

Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor and adventurous activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and promotes positive attitudes towards a healthy lifestyle. Thus, we enable them to make informed choices about physical activity throughout their lives.

The schools aims for PESSPA are for our students to:

- Develop physical competency in a wide range of physical activities that provide appropriate challenge with acceptable risk.
- Build confidence and resilience to try hard and make progress across all activities.

- Enjoy learning in and through the subject across the domains of physical skills, creative and thinking skills, and social, personal and leadership skills, and be able to apply those skills across their wider learning and beyond school.
- Be highly motivated and understand how to plan, organise and lead their own healthy, active lifestyles as well as influence those around them.
- Develop their physical well-being through increased stamina, strength and suppleness, and recognise the positive impact on their health and emotional well-being from engaging in physical activity on a regular basis.
- Be involved in learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life.

Curriculum Implementation

PE may be the first and only place where our students are taught safe, efficient and intelligent movement. It is also a subject where students acquire important health-related knowledge to help them make informed decisions about how to live a healthy, active life. At Crawshawbooth Primary School, it is considered a unique and valuable area of curriculum and is prioritised. Every child is given at least two hours of PE per week.

Our progressive and coherent physical education programme matches the breadth and ambition of the national curriculum and takes into account individual interests and needs. It provides activities to promote a broad base of knowledge placing students in cooperative, collaborative and competitive situations that aim to cater for the preferences, strengths and needs of every student. We will develop their creative and expressive abilities, and provide situations where students work independently, in pairs and in groups. They are encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being. It is an inclusive curriculum and all students are given equal access irrespective of their age, gender and cultural or ethnic background and any special educational needs or disability.

Whilst retaining its unique contribution to a students' movement education, PESSPA has considerable potential to contribute to much wider areas of learning and, as such is integrated into the whole school's planning for the development of students' literacy, numeracy, science, geography, Personal, Social and Health Education (PSHE) and computing skills.

In the EYFS, staff:

- Plan activities that offer appropriate physical challenges, and provide sufficient space, indoors and outdoors, to set up relevant activities.
- Give sufficient time for students to use a range of equipment
- Provide resources that can be used in a variety of ways or to support specific skills.
- Introduce the language of movement to all students alongside their actions.
- Provide time and opportunities for students with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists.
- Use additional adult help, if necessary to support individuals and to encourage increased independence in physical activities.

During Key Stage 1 our students are taught the knowledge skills and understanding they need through dance, gymnastics and games activities.

At Key Stage 2 the curriculum is widened, and students have access to athletics, dance, games, gymnastics, outdoor and adventurous activities and swimming.

The school provides all students with their entitlement of at least two hours of high-quality physical education a week. This is in addition to daily physical activity that is also planned.

A copy of our curriculum documentation for PE is on the school website.

PE is rarely cancelled. The school values regular and frequent lessons to develop children's skills and abilities. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements are made. These include class-based activities around the planned activity (e.g. evaluating and improving work based on watching video clips from previous week's learning) or rescheduling the activity for another day.

If a suitable indoor space is available, the activity is taught inside with adaptations, still allowing the learning outcomes to be achieved.

On no account is PE used as a sanction.

Planning the Physical Education (PE) Programme

We have a clear rationale for prioritising what physical activity we include on our PE curriculum and when it is taught. The national curriculum ambition leads our curricular planning, but we determine exactly what students need to be taught and sequence it so that they can develop competence over time.

We have selected clear, specific and ambitious end points and staff plan students' learning objectives and outcomes to suit the needs of their class. We work hard to identify any gaps in motor competence and address these quickly, particularly fundamental movement skills.

Students with Special education needs and/or disabilities (SEND) are supported to achieve well in PE because staff have clear, specific and actionable information to support them in meeting the students' needs in a PE setting. In addition, staff are trained to implement specific strategies for our SEND students.

All our PE lessons are planned and structured to contribute to safe learning situations. Good practice equals safe practice. In the planning stage, we think through the following process:

- This is what I want students to learn. This is how I plan for learning to take place, and ask, "Is the learning experience safe?"
- Students' learning needs are assessed against the scheme of work we use. Safe practise is embedded in the learning process and implemented in every lesson.

Our long-, medium and short-term plans are stored on the Lancashire Passport App.

The long-term plan maps out the P.E. activities covered in each half term during the Key Stages. The P.E. subject leader plans this in conjunction with teaching colleagues.

Our medium term plan, which we have adapted from the Lancashire Scheme, gives details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

Class teachers adapt the short term plans for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class

teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

A timetable showing when each class is either outside or indoors is emailed out to all staff each half term.

All classes have at least two hours of PE each week. All class teachers will seek opportunities to develop the learning through a cross-curricular approach.

Time allocated for PE is not sacrificed to provide additional interventions or help students to catch up with missed teaching in other subjects.

Pedagogy and assessment

The knowledge to be taught across the years is clearly defined so that staff can use this information to support their planning, selection or pedagogical approaches and assessment.

We work hard to provide the highest quality PE at our school to enable students to remember the curriculum in the long erm and develop competence in physical activity.

All staff are given opportunities to develop their subject expertise because we know this will provide the best conditions for all students to learn the PE curriculum.

Our staff have become increasingly confident in identifying students' misconceptions quickly, and plan instructions, explanations, practice and feedback to reduce the likelihood of these becoming embedded. We recognise that practice is important for students to consolidate their understanding. Together with practice, students need to have the knowledge necessary to access the learning.

High expectations are communicated in all subjects at our school and we know how important these are for students' engagement during practice. We understand that as students improve and demonstrate that they know more and can do more, we can reduce the amount of support we provide.

What we want our students to learn in PE has to be communicated clearly in every lesson and we plan for frequent opportunities to check their understanding. Our assessment system is closely aligned to the PE curriculum. We check what students know and can do before moving on in the curriculum. Our recent work on the curriculum design has improved the breadth and depth of what is offered and we are mindful of the need to give students enough time to build knowledge and develop proficiency before moving on to a new activity.

Modelling, we believe is important and encourage all staff to plan how to explain and model different movements and movement patterns. Students and staff are encouraged to name and describe movements, using specific vocabulary as much as possible. We also encourage verbal recall in PE, checking both declarative and procedural knowledge.

Staff use the STEP method to support all students to meet our ambitious outcomes and understand how to modify activities, particularly for SEND students where appropriate.

Our assessment system is used well by staff and students, they understand that it is aligned to what is taught. We have identified the declarative and procedural knowledge necessary for students to build competence in the activities we teach and, as a result, staff have become

more consistent in the criteria they use in deciding whether students have met particular objectives.

The criteria include:

- Watching students perform, talking to them about what they are doing and listening to them describe their work.
- Gathering feedback from students of what has been successful and allowing them to set their own targets.
- Using ICT to develop portfolios of students' work in PE to show their progression and quality of performance.

We have identified 'end points' and these are broken down throughout the unit of work. Students know what they are learning and where they are going. At the end of each unit, an indication of the progress they have made will be recorded. This will allow an overview of all progress made over the year.

Recording and Reporting

We record students' progress and track how they are doing against national expectations.

Significant achievements or weaknesses may also be noted in lesson evaluations and used to:

- Inform future planning by the current teacher or a new class teacher
- Form part of the statutory annual reporting process and in discussions with parents
- Help students as a basis for future target setting
- Provide information to ensure continuity of progression throughout transfer between classes and key stages.

Staff development

We adopt a strategic approach to developing staff subject knowledge, and how to teach it, through continuing professional development. All staff receive effective training in teaching our planned curriculum. The PE and sport premium, funded by the government, is used to upskill all staff where needs are identified.

Leadership and Management

The PE subject leader is responsible to the headteacher and will ensure that the following tasks associated with the role are carried out where appropriate:

- Developing good classroom practice.
- Management the budget including the PE and sport premium, based on the needs identified through the monitoring and evaluation of the subject, staff audit and the whole-school development plan.
- Posting reports on the school website about the allocation of the PE and sport premium and its impact.
- Auditing, ordering and reviewing the efficiency of equipment, learning resource and accommodation management to ensure all students are well taught.
- Ensuring all equipment is well maintained.
- Attending courses to further their won professional development and providing information, support and appropriate continuing professional development for colleagues.
- Monitoring classroom practise and planning, auditing needs for continuing professional development to ensure high-quality delivery and impact on the children is achieved.
- Making all resources available to all staff, including schemes of work, assessment materials and resources to support learning.

- Carry out risk assessments in line with employer procedures.
- Extending relationships and contacts beyond the school and in the local community.
- Keeping up to date with and implementing any national, employer and local developments as appropriate.

Teaching and Learning Style

We use a variety of teaching and learning styles in P.E. lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- Setting common tasks that are open ended and can have a variety of results e.g. timed events such as an 80m sprint
- Setting tasks of increasing difficulty, where not all children complete tasks e.g. the triple jump
- Grouping children by ability and setting different tasks for each group
- Providing a range of challenge through the provision of different resources eg different gymnastics equipment
- Support from a teaching assistant to perform a certain task

PE Curriculum Planning

P.E. is a foundation subject in the National Curriculum. Our school uses the National Scheme of Work as the basis for its Curriculum planning in P.E. We adapt the plans to meet the needs of the children in our classes.

As required in Key Stage 1 we teach dance, games and gymnastics (see Appendix 1). The main focus is placed upon independent skills being taught within these activities. These skills can then be transferred into small games and competition within classes.

In Key Stage 2 we teach compulsory dance, games and gymnastics plus three other activities: athletics, swimming and water safety and adventurous activities (see Appendix 2). In Year 6 the children are given the opportunity to become involved in the outdoor and adventurous activities by using the facilities at an outdoor and adventurous activity centre during a week in the summer term.

The Curriculum planning in P.E. is carried out in three phases long term, medium term and short term. The long-term plan maps out the P.E. activities covered in each half term during the Key Stages. The P.E. subject leader plans this in conjunction with teaching colleagues.

Our medium term plan, which we have adapted from the Lancashire Scheme, gives details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

Class teachers adapt the short term plans for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the P.E. activities so that we build up on the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there are planned progressions built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

The Foundation Stage

We encourage the physical development of our children in the reception classes as an integral part of their work. 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 their fundamental movement skills and 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. We give all the 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.

Contribution of P.E. to teaching in other curriculum areas

- English
  P.E. contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.

- ICT
  We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings and take pictures of their performance, and use them to develop their movement and actions. Older children compare each other's performance from recordings and pictures and use these to develop the quality of their work.

- Personal, social and health education (PSHE) and citizenship
  P.E. contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating and how to make informed choices about these things.

- Spiritual, moral, and cultural development
  The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability and encourages them to cooperate across a range of

activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and each other.

Teaching PE to children with special educational needs

At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment and Recording

Teachers assess the children's work in PE by making assessments as they observe them working over lessons. They assess the progress made by children against the learning objectives for their lessons, and use this to shape future lessons to ensure appropriate progression. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record their information on the PE Passport App and use the information to plan future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information to the next teacher at the end of each year.

Teachers and the PE subject leader keeps photographic and video evidence of children's work (on the PE Passport App), alongside the end of unit core task assessment sheets. This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our equipment in the P.E. store and this is accessible to children only under adult supervision. The hall contains a range of large apparatus and we expect the children to help set up and put away this equipment as part of their work. By so, doing the children learn to handle equipment safely. The children use the school playground and the school field for games and athletics and the local swimming pool for swimming lessons.

Health and Safety

The general teaching requirement for health and safety applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. Teachers are to set a good example by wearing appropriate clothing when teaching PE. No jewellery is to be worn for any physical activity.

Children are expected to wear a school PE kit which includes; dark tracksuit bottoms/leggings/shorts, white t-shirt, school jumper/school hoodie and trainers.

In gymnastics, children will be brought to the hall in footwear. They will remove footwear once in the hall and participate with bare feet. During dance activities, bare feet or pumps are both acceptable.
On occasions, HLTAs who are covering classes will be required to teach PE.

Monitoring and Review

The monitoring of the standards of children's work and the quality of teaching in PE is the responsibility of the subject leader. The work of the subject leader involves supporting colleagues in the teaching of PE, being informed about current developments in the subject; and providing a strategic lead and direction for the subject in school. Each term the subject leader gives the Headteacher a summary of competitions that children have taken part in, and strengths and weaknesses in specific activity areas.

Extra-Curricular Activities

The school provides a range of PE related activities at during lunchtimes and at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. These activities include football, dodgeball, multi skills, American football and athletics. The school also plays regular fixtures against other local schools and participates in area competitions. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children. We aim to offer all children throughout their time at school an opportunity to represent the school.

Swimming

Each of the Lower Junior classes attends the local swimming pool for one term each. Children not able to attend the swimming pool for a lesson must bring a letter explaining the reason. We follow the policy outlined by Marl Pitts Leisure Centre. This offers guidelines on the use of goggles, appropriate swimwear and safety considerations.

Absences

If a child is unable to take part in PE, games or swimming then a note must be sent in by the child's parents/carers. In the event of a longer-term absence a medical note may be asked for from the child's doctor. Children unable to take part PE lessons should still play an active part in the lesson by noting what they have observed or keeping scores.

Schools Sport Premium Funding

The PE and Sport Premium is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. We aim to develop, use and improve the sports provision in school by auditing and implementing new strategies and sports in consultation with school staff, pupils and parents. All identified priorities are documented in

the annual curriculum and sports premium funding audits. We will closely monitor the impact of the funding on PE and school sport.

Review

This policy document will be regularly reviewed with a full review every 4 years. The P. E. curriculum will be monitored once a year by the co-ordinator to assess its value as a working document. Areas that may not have worked particularly well will be modified according to experiences which have taken place.

Links to other Policies

First Aid
Educational Visits
Assessment
Medicines
PSHE
Food

This policy was written in May 2011 and approved by the governors in May 2011. It was reviewed and approved again in May 2012. This policy was written in December 2012 and approved by the governors in February 2013, May 2014, May 2015, May 2016, May 2017 and May 2018, May 2019, May 2020 and May 2021. This Policy was written in September 2022.

It will be reviewed annually or when necessary.

Appendix 1

PE Yearly Overview – Odd/Even

	Autumn	Spring	Summer
EYFS	EYFS Fundamental Movement Skills EYFS FMS – How to catch a star	EYFS FMS – Rumble in the jungle EYFS FMS – Transport	EYFS FMS – Mini Beasts EYFS FMS – Jack and the Beanstalk
Key Stage 1	FMS Baseline Unit – Lost and Found Gymnastics Activities Dance – Three Little Pigs	FMS – Underarm Throw Gymnastics Activities Dance – Toy story Games – Striking and Fielding	Games – Piggy in the middle FMS – Bounce a ball Athletics FMS – Assessment
Lower Key Stage 2	FMS – Catching and bouncing Dance – Superheroes Invasion Games – Handball Swimming – Classes 7 and 8	Games – Net and Wall Unit Gymnastics Activities Striking and Fielding Games – Rounders Gymnastics Activities Swimming – Class 6	Dance – Rock and Roll FMS – Overarm Throw Athletic Activities OAA – Team Work and Problem Solving
Upper Key Stage 2	Gymnastics Activities Invasion Games – Rugby Badminton	Dance – Earthlings Creative Games Gymnastics Activities Invasion Games – Hockey	Striking and Fielding Games – Cricket Dance – Robin Hood Athletics Orienteering