



Straits Primary School

PE Policy

2023-2026

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Subject Statement:

INTENT

Our intent is that children at Straits Primary School will live a healthy and active lifestyle, understanding the impact that physical activity has on their bodies. Through a range of activities and sports, they will practise and apply skills, in order to participate in competitive games and perform in front of an audience. In line with our school values, all children work as part of a team to develop good sportsmanship and fair play. Our children will be provided with opportunities to develop leadership qualities within sporting activities.

IMPLEMENTATION

P.E. is taught at Straits Primary School as an area of learning in its own right, as well as being integrated where possible with other curriculum areas. It is taught for 2 lessons a week in each year group. The key knowledge and skills of each topic are mapped across each year group. This ensures that children develop their knowledge of games, dance and gymnastics, athletics and outdoor and adventurous activity progressively. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

We teach lessons so that children:

- develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. An extensive extra-curricular provision also provides further challenge and access to a range of physical activity. All children have the opportunity to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual needs. As well as securing and building on a range of skills, children develop knowledge of the basic rules of a range of games and activities. They experience positive competition, and a key focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active.

IMPACT

The children complete each key stage with a high proficiency in each aspect of PE. Interviews with pupils show that children at the school enjoy PE lessons, feel confident to take part and understand their strengths and weaknesses and how to improve. Children are aware of the link between physical activity and good physical and mental health and understand its significance as part of a healthy lifestyle. The school engages in a range of sporting activities and competitions and achieved a silver school games mark award in 2021/2022.

Teaching and Learning

The curriculum is mapped to ensure that children participate in a range of activities and evaluate their own performance (see Appendix 1). As a school, we follow a progressive PE scheme (Get Set 4 PE) which teachers use as the basis for their planning. All lessons are well organised and resourced and allow teachers time to ask high-level questions and assess. Pupils experience a range of opportunities to work individually, in pairs or in groups over time. We promote core leadership skills through our PE lessons, and offer leadership opportunities for those pupils who are unable to participate physically.

Assessment

Teachers assess children's achievement in PE by making both formative and summative assessments during lessons. They use this information to plan the future work of each child/class. We also identify children as 'talented' in a specific sport and look for opportunities for them to develop or celebrate this talent, using links with various community clubs.

EYFS

Our Early Years Curriculum is based on the EYFS framework with objectives taken from the prime area of 'Physical Development'. This involves providing opportunities for children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

ELG 04 Moving and handling:

- Children show good control and co-ordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.

ELG 05 Health and self-care:

- Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe.

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 aim for children in the Foundation stage to receive at least 2 hours of physical activity (including play) per week.

Key Stage 1 and Key Stage 2

Key stage 1

Pupils will be taught the key units of; gymnastics, dance and games which will;

- develop fundamental movement skills to extend their agility, balance and coordination;
- allow opportunities to engage in competitive (both against self and against others) and co-operative physical activities;
- develop basic movements including running, jumping, throwing and catching;
- increase participation in team games, developing simple tactics for attacking and defending;
- provide opportunities to perform dances using simple movement patterns.

Key stage 2

Pupils will be taught the key units of; gymnastics, dance, athletics, outdoor and adventurous activities, games and swimming which will;

- provide opportunities to use running, jumping, throwing and catching in isolation and in combination;
- increase participation in competitive games [for example cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- provide opportunities to perform dances using a range of movement patterns;
- provide opportunities to participate in outdoor and adventurous activity challenges both individually and within a team;
- focus on pupils swimming competently, confidently and proficiently over a distance of at least 25 metres and perform safe self-rescue in different water-based situations;

Extracurricular Provision

At Straits, we actively promote a range of extra-curricular sporting opportunities in order to increase participation rates and encourage participation in sports clubs within the community. We have level 1 and level 2 coaches who deliver a range of sporting after school clubs as well as some of our teaching staff delivering after school clubs in sports such as Netball and Football.

In addition to this, our Year 6 pupils act as Sports Play Leaders providing a range of games and activities for our Key Stage 1 children. There is also a range of playtime toys on the playground for the children to choose.

Leadership and Competition

We have created a range of opportunities for pupils to experience a leadership role within sport. All children are provided with a range of 'leadership' opportunities within our PE curriculum. This could include leading a warm up activity, devising a skills game for others to play, refereeing a competition or providing feedback to other learners.

In Year 6, pupils have been nominated as 'House Captains'. Their role is to lead their 'house' in competitions such as Sports Day and intra-house competitions (level 1). Each pupil across school is allocated a 'house' and works as a team to earn house points. There are also a range of inter school (level 2) competitions organised by our North Dudley Partnership and local secondary school. Success in these leads to the Black Country Finals.

We also have 'Sports Play Leaders' during lunch times. Their role is to promote participation in sporting activities, encourage healthy competition and review and influence the range of activities and events on offer.

Health and Safety

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential, and children's attire is checked by teachers prior to undertaking PE activities.

a) PE Kit

Children are encouraged to wear appropriate PE clothing at all times. PE kits consist of coloured t-shirts (depending on house colour) and blue/black shorts and/or joggers. Black pumps or trainers only. Children are bare-footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.

b) Jewellery and Hair

Children should not wear any kind of jewellery in PE lessons, including earrings and watches. Pupils with medium/long hair are reminded to tie it up securely. Staff are not allowed to remove any items of jewellery.

Exceptions: *We strongly discourage the piercing of ears during term time, however, as 6 weeks is a long time for children to not participate in PE, the use of tape will be allowed with new ear piercings. In these circumstances, parents must sign a permission slip (Appendix 2).*

Taping over ear and body piercings may offer a measure of protection in some physical activity situations, where individuals are required to work within their own personal space. However the amount of tape used needs to be sufficient to prevent the piercing penetrating, for example, the bone behind the ear should an unintentional blow be received from someone or some item of equipment, such as a ball.

The teacher supervising the group has the legal responsibility to ensure the taping is fit for purpose. If the teacher considers the taping to be unsatisfactory to permit safe participation, they will need to make adaptations in terms of how the student takes part in the practical aspects of the lesson. The student can contribute to group planning, designing and tactical discussions, but can have different tasks assigned to them during the practical elements of the lesson (for example, individual skills practices, peer coaching, observation and feedback tasks, videoing others to analyse at a later stage, or officiating in a games context).

Ideally, the piercing is covered with tape by the pupil, or the parent before coming to school. However, as it is still the responsibility of the member of staff leading the lesson to ensure that the tape is doing the job intended, they may apply further tape if permission has been granted.

c) Weather

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to have an indoor space each week, so if the weather is bad, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

d) Hygiene

Pupils are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

e) Staff dress

It is important that staff should consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.

Monitoring and Review

Monitoring and reviewing the implementation of our PE and school sport offer, and amending our provision in light of this, is the responsibility of the PE subject leaders, supported by our Curriculum Lead. Monitoring will take place in line with the school's curriculum development calendar, but will be an on-going and informative process designed to measure impact of any development work, identify strengths and areas for development in both the curriculum and teaching and learning approaches, identify staff training requirements and will include both staff and pupil voice.

The work of the subject leader also 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 the school.

PE and Sport Premium

The [School Sport and Activity Action Plan](#) set out government's commitment to ensuring that children and young people have access to at least 60 minutes of sport and physical activity per day, with a recommendation of 30 minutes of this delivered during the school day.

The PE and Sport Premium helps primary schools to achieve this aim, providing primary schools with £16,000 and an additional payment of £10 per pupil. The aim of this funding is to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets.

We use our funding to secure improvements in the following 5 key indicators:

- To provide opportunities for all pupils to access sporting and physical activities and to increase the engagement of identified reluctant/non-participants in regular physical activity (including working with their families).
- To use PE and sport across the school as a tool for improved learning behaviour and emotional well-being (respect, teamwork, self-belief, determination, responsibility, tolerance, perseverance).
- To increase confidence, knowledge and skills of all staff in teaching PE and sport.
- To broaden the experience of a range of sports and activities offered to all pupils.
- To increase participation in competitive sport (Level 1 and Level 2)

Our PE and sport funding action plan provides more detail on the amount of premium received, a breakdown of how it has been spent, the impact the school has seen on pupils' PE, physical activity, and sport participation and attainment and how the improvements will be sustainable in the future.

Chair of Curriculum Committee: Date:

Head teacher: Date:

Agreed at the Curriculum Committee Meeting on:

Policy Review Date: January 2026

Appendix 1: Straits PE Overview

	Autumn Term	Spring Term	Summer Term
Foundation	Introduction to PE Fundamentals Write Dance (Fine & Gross Motor) Gymnastics	Games 1 Dance Ball Skills 1 Gymnastics	Games 2 Ball Skills 2 Dance
Year 1	Gymnastics Ball Skills Fundamentals Dance	Sending & Receiving Gymnastics Yoga Attacking & Defending	Striking & Fielding Team Building Dance Athletics
Year 2	Ball Skills Dance Gymnastics Striking & Fielding	Fitness Team Building Net and Wall Gymnastics	Invasion Yoga Dance Athletics
Year 3	Netball Swimming Gymnastics Dance	Tag Rugby Swimming Gymnastics Tennis	Cricket Swimming Dance Athletics
Year 4	Gymnastics OAA Dodgeball Fitness	Tri-Golf Dance Badminton Gymnastics	Football Rounders Dance Athletics
Year 5	Gymnastics Volleyball Dance Tag Rugby	Basketball Badminton Gymnastics Yoga	Cricket Tennis Dance Athletics
Year 6	OAA Netball Hockey Dodgeball	Gymnastics Fitness Dance Football	Gymnastics Rounders Dance Athletics

Appendix 2 - Parent Permission Slip with regards to ear piercing

Our school policy is that children should not wear any kind of jewellery in PE lessons, including earrings and watches. Pupils with medium/long hair are reminded to tie it up securely. Staff are not allowed to remove any items of jewellery.

However, as your child has a new piercing and 6 weeks is a long time for children to not participate in PE, the use of tape will be allowed with new ear piercings. In these circumstances, you must sign the permission slip.

We have to inform you that taping over ear and body piercings may offer a measure of protection in some physical activity situations, where individuals are required to work within their own personal space.

The teacher supervising the group has the legal responsibility to ensure the taping is fit for purpose. If the teacher considers the taping to be unsatisfactory to permit safe participation, they will need to make adaptations in terms of how the student takes part in the practical aspects of the lesson. The student can contribute to group planning, designing and tactical discussions, but can have different tasks assigned to them during the practical elements of the lesson (for example, individual skills practices, peer coaching, observation and feedback tasks, videoing others to analyse at a later stage, or officiating in a games context).

The piercing should be covered with tape by the pupil, or yourselves before coming to school.

However, as it is still the responsibility of the member of staff leading the lesson to ensure that the tape is doing the job intended, they may apply further tape if permission has been granted.

Please complete the proforma and return to your child's class teacher

- I give permission for my child to participate in PE lessons whilst they are unable to remove their earrings due to a new piercing.
- I understand that it is my responsibility to ensure that my child's piercings are covered on PE days.
- If additional tape is required, I give permission for staff to cover my child's ears with tape before the PE lesson.

Child's Name: _____

Date of piercing: _____

Signed: _____