



Physical Education Policy

1. INTRODUCTION

This document is one of a series that make up the whole CRACKING Curriculum statement for the school. It states the school philosophy about the contribution which Physical Education makes to our pupils' education and the way in which the National Curriculum and Physical Education are delivered in practice. In effect it is an expanded policy statement and together with the long, medium- and short-term thematic planning constitutes the school scheme of work.

1. Intent:

Why is PE Important:

Physical Education will allow children to achieve:

- Co-operation and team work
- Realistic and positive self-image
- Practical knowledge about exercise
- Satisfaction and enjoyment
- Healthy exercise
- Range of transferable skills
- Effective body management
- Confidence
- Values

At Kings Meadow we believe that:

- PE gives children the tools and understanding required to make a positive impact in their own physical health and well-being;
- PE lets children experience a wide variety of sports and physical skills which will enhance life-long fitness and life choices;
- PE can challenge and promote self-esteem through the development of physical confidence and problem solving;
- PE can teach children to cope with both success and failure in competitive, individual and team based physical activities;
- Dance allows children to perform, express feelings and compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Through our curriculum it is our intention for our children to:

- Become skilled and intelligent performers.
- Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts.
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- Develop their ideas in a creative way.
- Set targets for themselves and compete against others, individually and as team members.
- Understand what it takes to persevere, succeed and acknowledge other's success.
- Respond to a variety of challenges in a range of physical contexts and environments.
- Take the initiative, lead activities and focus on improving aspects of their own performances.
- Discover their own aptitudes and preferences for different activities.
- Make informed decisions about the importance of exercise in their lives.
- Develop positive attitudes to participation in physical activity.

3. IMPLEMENTATION

When is PE taught:

Kings Meadow currently uses Community Multi Sports Coaching to deliver P.E lessons to Reception, Year 1, 2, 3, 4, 5 and 6 on a Thursday. The lead coaches from Community Multi Sports Coaching communicate regularly with the P.E Subject Leader to discuss planning and attainment.

Kings Meadow also employs Miss Wendy Ehlan from Shine Theatre School who delivers an hour of Dance to all classes on a Monday. Dance lessons are linked to the current CRACKING Curriculum theme the class is studying.

Children from Years 3-5 also take part in swimming lessons once a week on a Friday on a termly rota at Formby Swimming baths. (Autumn: Year 4, Spring: Year 5, Summer Year 3). The attached overview (Appendix 1) maps out the Long-Term Plan for Kings Meadow.

How is PE taught:

Expectations

Natterjack Toads (EYFS)

In the Early Years Foundation Stage (EYFS), physical education (PE) and dance focuses on developing our children's movement skills, promoting physical health, and encouraging physical activity in a fun and engaging way. Expectations in EYFS PE include helping children build coordination, balance, and control through activities like running, jumping, throwing, and catching. Children are encouraged to explore different ways of moving, such as crawling, hopping, and skipping, and to develop awareness of their bodies and space. Additionally, PE in the EYFS emphasises working with others, following simple instructions, and understanding the importance of teamwork. It also introduces concepts of health and well-being, encouraging children to understand the benefits of being active and taking care of their bodies. Overall, our aim is to foster a love for movement, develop basic motor skills, and promote physical confidence from a young age.

Sand Lizards (Key Stage One)

During Key Stage one, children should build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to play and work with other children in pairs and small groups. By watching, listening and experimenting with movement and ideas, they develop their skills in movement and their coordination, and enjoy expressing and testing themselves in a variety of situations. During Key Stage one, the performance of the great majority of pupils should be working at the 'Expected Standard'.

Red Squirrels (LKS2) & Seagulls (UKS2)

During Key Stage two, children should enjoy being active and use their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognize their own success. During Key Stage two, the performance of the great majority of pupils should be working at the 'Expected Standard'.

As part of our CRACKING Curriculum, the cross curricular nature of P.E is specifically addressed within certain lessons so that the children develop and understand their transferable skills e.g. Science - health and fitness, Maths - speed, distance, measurement, Geography - map reading, music - rhythm and tempo, PSHE - collaboration, fairness, rules and conventions, thinking skills, etc.

Lessons are taught through a specific structure including; preparation in the classroom, organisation in the working space, warm up, acquiring and developing skills, selecting and applying skills, tactics and compositional ideas, knowledge and understanding of fitness and

health as well as evaluating and improving performance.

Resources:

Resources for all aspects of P.E are located in the Resource Room and are clearly labelled and separated into different sports and areas of the P.E curriculum. Larger equipment, including mats, benches, trestle tables and the climbing frame are located in the hall.

Adaptive Teaching:

Adaptive teaching in P.E. involves designing activities and lessons that meet the diverse physical abilities, interests, and needs of all pupils, including those with Special Educational Needs & Disabilities (SEND) and the More Able. For example, when teaching a skill like throwing or balancing, teachers can provide varied equipment, such as lighter balls, larger targets, variable distances, or balance aids, to ensure accessibility for all. Pupils who excel can be challenged with advanced drills, leadership opportunities, or strategy-based tasks, while others may benefit from simplified instructions, one-on-one guidance, or modified rules to build their confidence and skills. Teachers can also incorporate a range of activities, from team sports to individual challenges, allowing pupils to find areas of personal interest and success. By fostering an inclusive environment where every child can participate and progress, adaptive teaching in P.E. helps develop physical literacy, teamwork, and a lifelong love for physical activity.

Oracy in P.E:

Oracy in P.E. helps pupils develop teamwork, leadership, and reflective skills by encouraging them to communicate effectively during activities. Whether giving instructions, providing feedback, or discussing tactics, pupils use language to support collaboration and critical thinking. This promotes confidence, sporting behaviour, and a deeper understanding of physical education concepts.

4. IMPACT

Pupils' development can be assessed through watching children work, talking to them about what they are doing and listening to them describe their work generates useful assessment information.

The approaches to teaching PE lessons should help acquire knowledge of the children's needs, their rate of progression and standard of attainment. Learning outcomes indicate what the children have learnt and feedback during lessons will help set appropriate targets for individuals.

Significant achievements or weakness may be noted to serve as a basis for planning

appropriate challenges or to form part of the annual report on progress. The children's progress is tracked by the PE Coach and are then inputted by the class teachers on our 'Insight Tracking' system to track attainment.

The expertise of some parents and members of the community at our clubs and PE lessons are a valuable resource. We have excellent links with local secondary schools and they provide teaching support and offer sessions for the children at Kings Meadow and recognise that this involvement has a positive impact within the school community. This also includes taking part in a number of inter and intra school competitions / leagues throughout the year building the children's resilience and skills.

In order to ensure continued improvement in the teaching and learning of P.E., the Subject Leader is responsible for supporting colleagues in their teaching by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The Subject Leader is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development. Subject Leader release time enables the opportunity to fulfil this role by reviewing medium term plans, monitoring children's work during lessons and displays and identifying next steps for the subject.

Health and Safety

All children must follow our uniform guidelines set out below.

PE kit

Children come into school in their P.E kits on their P.E days (currently Monday and Thursday) For their PE lessons children should wear:

- White PE polo shirt
- Black PE shorts
- Black pumps

Outdoor PE

In fine weather, we endeavor to go outdoors for PE lessons. Trainers or black pumps should be worn for outdoor PE lessons. Children may also wear tracksuit bottoms and a jumper for outdoor PE.

Swimming

Children in Years 3, 4 and 5 will participate in swimming lessons for one term. When your child's class is swimming, please ensure they have:

- A swimming costume or swimming trunks
- A towel
- A swimming cap

- Children may also bring swimming goggles if they have a medical reason. We request written permission.

Jewellery

Earrings and watches must be removed before any PE lessons are undertaken

Reviewed	January 2025
Approved by Governing Body	January 2025
Next Review	January 2028 or sooner if required.