



POLICY FOR PHYSICAL EDUCATION (P.E.)

THIS DOCUMENT IS a statement of the aims, principles and procedures for Physical Education (P.E.) at Elms Farm Primary School.

IT WAS DEVELOPED in Summer 2024 through a process of consultation with staff, governors, parents and Local Authority procedures.

IT WAS APPROVED

REVIEW: JULY 2025

1. PURPOSE

Our aim is to develop pupils' competence and confidence in their understanding and application of Physical Education skills and knowledges across a wide variety of sports and activities. We aim to promote the physical literacy of every child, through physical development, understanding how the body works and a healthy relationship with physical activity, where children are clear on differences between sport and physical activity and where these overlap. Our school aims to encourage learners to be creative, competitive, co-operative and physically active to support their holistic development, when working in an individual, paired or team context.

The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities both in and out of curriculum time. Elms Farm looks to create a range of opportunities for these physically demanding activities, which cater for the needs and interests of all children. We believe that the exposure to these opportunities will encourage and promote healthy, active lifestyles and a lifelong engagement with physical activity. Learners will develop skills, knowledges and strategies, while planning, performing and evaluating actions, ideas and performances in ways that encourage social, emotional and psychological development in a range of contexts.

2. RATIONALE

Elms Farm believe that P.E., school sport and physical activity are essential to a child's social, emotional and intellectual development of children. P.E. is important to give children the knowledge, understanding and the tools to make informed choices about healthy living, to aid learners in improving their own health and wellbeing. The school aims to develop all children holistically and to use P.E., in addition, as a vehicle to improve academic performance, behaviour and interpersonal relationships at our school.

3. THE PE CURRICULUM

Elms Farm's P.E. curriculum is tailored towards our community, with subject skills taught with our setting and community at the forefront of our thinking. Our aim is to provide children with a range of sporting opportunities that are catered to promoting clear exit routes to continued participation in Sheldon and the wider Birmingham boroughs. We believe these school and sports club links to be key to encouraging a lifelong love of sport and physical activity in our children. High levels of physical activity are at the heart of



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high-quality Physical Education and Class Teachers/Sports Coaches aim to ensure children are physically active for at least eighty percent of their lessons. This is in line with our core belief that children develop in a sporting context through their interactions with the environments that are created for them. Effort, resilience, collaboration, leadership, and success are celebrated, and enjoyment is at the forefront of our lessons. We aim to expose children to a range of activities and through this allow children to discover their preferences and aptitudes, which will allow them to make informed choices about physical activity that they can continue into their adult lives. Elms Farm also aims to expose children to new and unusual activities that, without our setting, they would be unlikely to experience.

4. PLANNING AND DELIVERY OF THE CURRICULUM

Planning- The subject leader and specialist sports coaches have collaborated through a range of sources to develop a rounded and progressive P.E. programme. These Long term and Medium Term planning resources are centralised through the AFPE PE Passport app to support the consistency of PE delivery across the whole school. All lessons are underpinned by the SHARP principles of Physical Education, which promote high levels of physical activity, high repetition of motor skills and small-sided games as key pedagogical strategies to support the development of pupil's confidence and competence in a PE context. Schemes of work identify planned opportunities for pupils to develop a range of skills and to appraise their performance. There are opportunities for individual and/or group activities so pupils can express their feelings verbally and learn how to work cooperatively as well as on their own. Areas of learning at Elms Farm include fundamental skills, invasion games, dance, net and wall games, gymnastics, striking and fielding, athletics, outdoor adventurous activities, and swimming. Children are taught two sports per week, as part of our offer of two hours of high-quality PE per week. These sports are in line with our areas of learning and afford children opportunities to develop skills and knowledges that are transferable between these areas, while also building on their confidence in each sport as they progress through the school.

Rules, vocabulary and game skills/strategies will be taught. Staff encourage pupils to recall and apply knowledges in a range of contexts. Other subject knowledge is incorporated into P.E. lessons, such as speaking and listening through literacy, the School Games values (linking to PSHE) and knowledge of health and fitness linking to science. Staff aim to improve pupils in particular sports and skills over a period of time, adhering to school reward systems to encourage feelings of achievement and to aid children in reaching potential. Pupils are encouraged to share experiences and culture in order to enhance the quality of learning and to develop socially and inclusively.

Elms Farm also recognise the need to extend and provide a greater challenge for more-able pupils. A register of Gifted and Talented pupils who demonstrate exceptional performance or talent in a sporting area is kept and updated each year.

Delivery- Elms Farm deliver two hours of high-quality timetabled P.E. provision each week in line with government recommendations. In addition, extra physical activity is provided through our physical activity programme, while extra P.E. activities are provided through our after-school club provision. At Elms Farm, one hour per week is taught by specialist P.E. coaches, alongside support staff; with the other lesson taught by the class teacher on a similar skill. This parallel sports approach is key to exposing pupils



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to a wider range of sports and activities, while allowing them to apply taught skills and knowledges in a wider range of contexts to support development. This, along with engagement with the AFPE PE Passport centralized planning and continued collaboration with specialized Sports Coaches provide staff with consistent CPD. Appropriate settings and time slots are provided for classes depending on the activity being taught. This may include the hall, use of playgrounds or outdoor grass space.

P.E. & Sport Premium- Elms Farm makes use of the sports premium by making additional and sustainable improvements to the quality of P.E. and sport by developing and adding to the activities the school already offers and making improvements that will benefit pupils joining the school in future years. The premium also funds our specialist team of sports coaches, who provide high-quality lessons and collaborate with all staff to support them to teach P.E. more effectively and to be able to introduce new sports activities to encourage more children to take up sport. In addition, premium funding is also used to subscribe to the AFPE PE Passport app that acts as a tool for CPD, planning and assessment, ensuring that high-quality PE is taught across the school.

Swimming

Swimming is undertaken by Year 6 pupils in Autumn Term, with the aim of these children achieving National Curriculum standards. In Spring Term, swimming is undertaken by Year 5 pupils and Year 4 pupils are afforded the opportunity to swim in the Summer Term. We believe offering children the opportunities to build on their swimming skills across these years to be beneficial in ensuring they reach National Curriculum standards by the end of year 6. If this is not the case by the end of Autumn, any Year 6 pupils unable to swim 25 metres will be offered top-up swimming lessons in the Summer Term. These lessons replace weekly teacher-led P.E. lesson for this year group.

P.E. Kit

On days where children have P.E. in the morning, they should attend school in PE kit and bring their school uniform with them, ready to change into, following PE lessons. On days where children have P.E in the afternoon, they should attend school in school uniform and bring their PE kit with them, ready to change into prior to PE lessons. PE kit should include black or navy shorts/tracksuit bottoms and a non-branded, white t shirt which is different from children's uniform. During colder months, children should wear a black or navy tracksuit and suitable footwear for outside activities.

Children persistently without kit should be reminded of the importance of P.E. and, if necessary, a letter should be sent home, asking parents for cooperation. Glasses should be discouraged unless on medical advice. Children should only miss P.E. lessons on health grounds when requested by parent(s)/carer(s) either directly or by letter to school. Long hair must be tied back at all times

5. ROLES AND RESPONSIBILITIES

5.1 Headteacher and Governors

- Monitor and report upon spend for Sports Premium spend
- Report Sport Premium spend upon school website
- Ratify policies and any changes to policies
- Support in P.E. events, such as Sports Day



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- Be aware of changes to P.E. in school curriculum

5.2 Subject Leader & Sports Coaches

Please include details of monitoring and evaluation in this section

- Monitor criteria for the School Games Mark
- Work alongside Youth Sports Trust and Pathway to Podium to ensure quality of P.E.
- Monitor planning and delivery of lessons
- Write and review policies
- Write and update long term plan to ensure that pupils experience a coherent and progressive curriculum throughout their time in school
- Ensure Sports Premium funding is allocated according to school priorities and plans
- Work closely with Sports/Play Leaders to assist in planning, organising and co-ordinating whole school events, competitions etc.
- Up-date Gifted and Talented list throughout the year
- Monitor usefulness of resources, involving organisation, review, ordering, upkeep and updating inventory lists
- Keep up-to-date with P.E. developments and disseminate information to colleagues
- Monitor work in school including lesson observations where required
- Evaluate effectiveness of subject through pupil voice and questionnaires
- Identify staff INSET needs and arrange any necessary CPD
- Highlight course opportunities
- Liaise with our School Games Organiser (SGO) + Active Schools
- Develop and increase sporting links with local clubs, organisations and events
- Look to the future and ensure that replacement equipment is budgeted for
- Collaborate with lunchtime supervisors so that equipment is available for children to use at playtimes/ lunchtimes

5.3 Teaching Staff

- Observe children through P.E. lessons, supporting/ challenging those requiring this
- Make judgements alongside coaches as to whether a child has met, exceeded or is working towards the expectations for each individual lesson. This is recorded and used when writing reports for parents
- Model appropriate sports clothing when involved in P.E. lessons (long hair must be tied back and no jewellery is to be worn)
- Be aware of lesson plans and the upcoming skills used in a unit of work
- Hold discussions on PE attainment in end-of-year meeting with the next teacher
- Teach safe and effective exercise procedures and adopt these in all activity sessions within and outside of school, e.g. including warmups and cool downs
- Ensure health and safety awareness is an integral part of children's learning in PE
- They promote the increasing need for personal hygiene
- Be aware of any medical conditions of individual children (such as asthma, diabetes or epilepsy) to ensure that they participate as fully as possible and have equipment to hand

6. RESOURCES

Equipment and Resources

Elms Farm have a wide range of resources to support the teaching of P.E. across the school. All equipment is kept in the two P.E. Stores, or the shed on the middle school



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playground. Gymnastic equipment and mats are checked regularly and may be stored in the main school hall. The P.E. stores should only be accessed by adults.

Equipment safety

Small equipment is checked by the co-ordinator on an ongoing basis. If any defect is found in any of the P.E. equipment this should be reported immediately and withdrawn from use. An annual check of large equipment is made, with their recommendations acted upon. The children are taught the safe methods for carrying and positioning apparatus. As such we expect our children to take responsibility for the setting up and putting away of equipment.

Ordering Equipment

P.E. equipment is purchased through the school budget or from Sports Premium Funding. If staff have a particular requirement they should speak to the co-ordinator regarding availability of funding for the purchase.

7. EVIDENCE OF PUPILS' LEARNING

Pupils' learning is evidenced through observation and through practical example if required. Pupils' individual performance, e.g. gymnastic sequences, should be recorded through the evidence tab of the AFPE PE Passport app. Pupils' knowledge and understanding is evidenced through answers to questions within pupil voice questionnaires, led by the subject leader. All pupils will be assessed against a set criterion at the end of each unit, linked to performance, social/development and competition. This is monitored by the subject leader, through the AFPE PE Passport reporting tab.

8. INCLUSION AND EQUAL OPPORTUNITIES

The Education Reform Act of 1988 gives children entitlement to all areas of the National Curriculum. The Education Act of 1996 reinforces physical education as a foundation subject for all pupils. Elms Farm ensures that no child faces discrimination in P.E lessons, in line with The Equality Act 2010, and is committed to ensuring access for all.

Physical education will not be withheld as a sanction, although individuals may be withdrawn if their actions are deemed dangerous either to themselves or others. All pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities to involve all. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children opportunities to share work. For instance, allowing time for children to perform and to watch others perform.
- Considering the needs of children with physical or learning difficulties and taking necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure equal curriculum.
- Considering methods to support ESL children such as simplifying language, using other children to translate, or visually modelling rather than speaking.
- Recognising dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.



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RATIFIED BY

P.E. LeadAlex Stratford..... Date ...01/07/2024.

Head Teacher/ Principal

Governor

REVIEW DATE: