ALDERMAN RICHARD HALLAM PRIMARY SCHOOL

P.E. Policy

Policy Reviewed: September 2026

'Educating a community of life-long learners'

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P.E. Policy

Introduction

Our school vision: Pupils will leave A.R.H. as happy, healthy and inspired young people who can confidently participate in the world as resilient, articulate citizens who have a life-long love of learning, creativity and discovery.

Our curriculum: Our curriculum is the vehicle to empower pupils with knowledge and skills. We strive to immerse young people in their topics which are designed to engage, provide real life links and progress all pupils' understanding.

'A.R.H. - Educating a community of life-long learners'

Aims

The P.E. policy strives to co-ordinate the objectives of the National Curriculum and Early Years Curriculum, as appropriate, while reinforcing the aims and mission of our school. Our P.E. lessons are designed to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically and socially confident in a way which supports their health and fitness, while at the same time, broadening their knowledge and involvement in different sports. The school's P.E. policy ensures that our pupils continue to develop their understanding of key skills, concepts and knowledge while also developing their understanding of positive attitudes and values. These are key steps to creating healthy, active life-long learners.

Teaching of P.E.

Children are taught P.E. through exciting, engaging and practical lessons. Through the use of the P.E. Progression Document, it is ensured that all areas of the P.E. National Curriculum are covered. Where possible, lessons are designed to be cross curricular and linked with the current topic for that half term.

In KS1 and the Foundation Stage, the teaching of P.E. is done primarily through the teaching of skills. Teachers use a variety of games to help children develop their ability to make big movements, throw and catch as well as manage space. In contrast, KS2 pupils are expected to use the skills developed in KS1 and apply them to a range of specific sports. Each year group in KS2 has been assigned particular sports to learn in order to progress their skills. For example, throwing and catching skills implemented in Year 1 will be followed in Year 3 via using a rugby ball and making under handed lateral passes. By assigning specific sports to each Year Group, it is also our anticipation that teachers will develop a better understanding and subject knowledge. Our expectation is that our pupils will be introduced to new sports and develop an understanding of the rules while simultaneously receiving effective teaching of techniques and skills. There is a scheme of work we use whereby each skill shows the progress from EYFS-Year 6. This covers skills such as throwing and catching, attacking and defending and tactics to name a few. The Progression Document outlines key concepts, vocabulary, questions and the overall expectations for each year group. Ensuring that the curriculum is being taught and that progression across the school is met is the responsibility of the P.E. Coordinator who conducts observations, pupil conferencing and discussions with teaching staff and revisions of the Progression Document to achieve this.

Jewellery in P.E. lessons and school sports clubs

Last reviewed: September 2026
Next review date: September 2027

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Participation in physical education and sports activities provides pupils and children with an opportunity to test their skills and meet challenges. It is an important element of the curriculum and extra-curricular activity programme of all educational establishments. As with all activities, safe practices and procedures must be in place to prevent any foreseeable risk of injury or harm. Physical activity is rarely without risk and is, by its nature, a challenge to those taking part. However, unnecessary danger should be eliminated. All jewellery and other personal adornments, including ear studs, must be removed before P.E. lessons or sports activities begin and this, like other rules, should be made clear to pupils and applied consistently and firmly. Jewellery is defined as any personal adornment and includes such items as ear studs, watches, body piercing, the Kara etc. Where a child has cultural or religious reasons for wearing a personal adornment, a compromise can be made as long as it does not compromise the safety of the wearer or others taking part in the activity and is manageable within the time available.

Parents or carers and pupils should be made aware of the requirement to remove all jewellery and personal adornments before Physical Education lessons or sports activities for safety reasons. Children are not permitted to cover up jewellery with tape, therefore jewellery should be removed before P.E. sessions. It is recommended children get piercings done during the summer holidays so they have a full 6 weeks to allow studs to stay in. Adults in school are not permitted to remove children's jewellery for them therefore children must remove jewellery themselves or parents are to do this before school. In very rare occasions where a child may be hyper-sensitive or have a sensory SEND difficulty then it may be agreed between parent, teacher, SENDCo and the health and safety manager that earrings/jewellery can be covered with plasters or tape.

What is the progression? How is this monitored?

The progression of P.E. at A.R.H. is documented in the Progression Document and is assessed by the End of Year Expected Standard assessment documents. Progression is outlined for athletics, gymnastics and dance across the year groups and lessons build on the previous year group's learning. The objectives in both documents are objectives from the National Curriculum that have been broken down into smaller, more manageable steps. The P.E. Coordinator completes learning walks and pupil conferencing to monitor the P.E. curriculum coverage and its effectiveness. The Curriculum Coordinator also monitors planning of P.E. across the school.

Responsibilities and Roles

The Headteacher and Governing Body have overall responsibility for P.E. supported by the P.E. Coordinator.
The P.E. Coordinator is responsible for overseeing the delivery of the P.E. Curriculum through:

- Liaising with subject leaders to discuss possible links with the P.E. Curriculum.
- Providing regular Inset and staff training.
- Managing the Sports Coach in their planning, timetabling and delivery of P.E. lessons
- Monitoring planning to ensure curriculum coverage.
- Ensuring there are quality resources for P.E. lessons and storage
- Observing learning and teaching to ensure progress is being made within topics.
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue. Provide support for subject knowledge, drills and techniques.
- Subject coordinators are responsible for progression and assessment within their subject area.

All teaching staff are responsible for:

- Planning and delivering the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. The Planning section below outlines the steps that are taken.
- Making amendments to planning in order to optimise learning opportunities when they arise.
- Ensuring there is appropriate challenge so all pupils make good progress and can access equal learning opportunities.
- Using the local area and outdoor learning as much as possible.
- Using the proper equipment in lessons and storing this away when not using it.
- Ensuring the curriculum is taught in an engaging manner which is in-line with the school ethos.
- Assessing the children at least twice a year.

Planning

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We ensure that all objectives in the National Curriculum are covered through P.E.. Our planning process for P.E. is:

- Long term plans for the year; in KS1 each term is assigned a specific skill or area for the pupils to work on. In KS2 terms are divided by a particular sport which is to be taught. Skills are built upon from year to year.
- Medium term plans for each topic hold the relevant learning and National Curriculum objectives. These highlight the activities to be covered and are assessed at the end of each topic. Teachers use the National Curriculum objectives and discuss how they will translate these into meaningful activities for the children. The National Curriculum objectives have been further broken down into smaller progressive steps on the Progression Document; teachers take their objectives for lessons from here. This is then planned on our Routeway format. Using the Routeway, teachers then consider what will be the best learning sequence for their pupils. Guidance is available for the lessons as plans have been made specifically to ensure the sequence of lessons builds upon the previous year's learning. This has to incorporate: a formative assessment of children's understanding using the questions from the progression document, how the sport or skill will be introduced (this could be through a demonstration or watching professional sports people showcasing the skill on the Internet), what the learning outcome will be – this could be a competitive game. Once year groups have decided upon the learning sequence, parents are informed of the upcoming topic through a Parent and Carer Letter. This allows parents and carers to support their children and become involved in their learning.
- Year Groups meet weekly to plan the subsequent week's work from the medium term plan or Routeway. Each weekly plan is clearly outlined to ensure all pupils can access equal learning opportunities with a clear learning outcome. Lessons are engaging and taught using high quality resources.
- Plans are monitored by SLT and the P.E. Coordinator.
- Pupil conferencing is used during P.E. topics to see how pupils are engaging with the subject and if they are being taught what is outlined in the Progression Document.

Inclusion

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All children are entitled to this as part of the school ethos. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEND). Depending on the needs of a particular pupil, the P.E. coordinator will be available to discuss appropriate adaptations and to ensure that there is suitable equipment for all pupils to take part and make progress.

The P.E. coordinator will also ensure that all after school clubs are run in a way that is inclusive for pupils as well as providing specific SEND clubs. The GAT policy details how GAT pupils are identified and supported across the curriculum. Within P.E. lessons, GAT pupils are given extra challenges and can, when appropriate, coach other children.

Assessment

Each foundation subject has objectives set out by the National Curriculum. These are primarily assessed throughout the topics using the Learning Objectives.

Teachers use a range of formative assessments to assess including: immediate verbal feedback during the lesson, targeted questions to different children, recap starters and plenary activities and self/peer reflections during evaluations. Teachers also use summative assessments twice a year. The assessment criteria has bullet points for each P.E. objective, this is based on the Progression Document and the learning outcomes for each lesson. Children achieving all objectives in depth and detail will be noted as working above the end of year expectation and marked on Arbor as Secure. Children completing all objectives to a satisfactory degree will receive a working at statement and recorded on Arbor as On-Track. Children not achieving the objectives will be assessed at 'working towards' the end of year standard and recorded on Arbor as not on-track. Teachers will use a range of evidence for judgments. The assessments are collated by the Curriculum Coordinator.

School Closure

In the event of a school closure, Teachers will continue to provide planning and engaging learning for pupils using Class Dojo. Through Class Dojo, Teachers will convert their lessons to make them accessible from home as well as setting work to be completed. Pupils will then follow the lesson and complete the required work and submit this using their Class Dojo account. Pupils who do not have access to the Internet at home will be provided with high-quality work books to continue their study of the National Curriculum. Creative and expressive art, through the form of videos and pictures, will be encouraged. Children will be encouraged to use resources around the house as well as outside to creatively express and achieve their learning objectives.

Upon school reopening following a school closure, year groups will provide a Recovery Curriculum which is tailored to the needs of the pupils in their classes. This will firstly focus on the social, emotional and behavioural needs of the class followed by an assessment of the pupils' academic needs. This will then inform planning so that all pupils can catch up any lost learning. The previous year's objectives will be reviewed to see if the children have covered them in enough detail. If not, they will be taught in their current year group. Objectives that were unable to be covered at home (for example due to lack of resources) will also be continued and taught when the school reopens.

School Sports Clubs

A variety of After-School Sports Clubs will be offered to each year group throughout the academic year. These will mainly be led by teachers and an external Sports Coach. There are only limited amount of spaces for each club and interest must be registered through our online school system. Each club will normally run for one half term then rotate to a different club the following half term*.

Our After-School Sports Clubs are split into four categories: **SEND, Inspire, Develop and Excel**

SEND- Throughout the year we will offer SEND only after school sports clubs. Spaces are limited and names may need to be selected at random if interest outweighs the capacity *. SEND pupils can also register interest for any club on offer.

Inspire- These clubs will focus on inspiring children to get involved in a new sport or activity. These clubs will be aimed at children who may not have opportunities outside of school to get involved in a sport or activity. Spaces are limited and names may need to be selected at random if interest outweighs the capacity *

Develop- These clubs will focus on developing a sport/activity that the pupil is already interested in. This may not be the club for trying something new but instead for children interested in that sport and wanting to learn more. Spaces are limited and names may need to be selected at random if interest outweighs the capacity *

Excel- These clubs will focus on high performance and often have external competitions that go with them. Through these clubs we want to represent the school by competing against other schools in events and tournaments. This club will be mainly for children who compete in the sport outside of school or show a talent in P.E. Spaces are limited and names may need to be selected via ability shown if interest outweighs the capacity *

***On occasions, the club may run for longer than the half term to allow more children to be involved.**

Monitoring and Review

Monitoring and review takes place on a regular basis in accordance with the School Improvement Plan.

- The P.E. coordinator reviews the progression documents after every term and feedbacks finding to the year group and SLT.
- Conversations regarding how the curriculum is taught are an on-going process through informal discussions with staff.
- Pupil conferencing is used to monitor pupils' progress

Following monitoring activities good practice is shared across the school and any needs identified have appropriate support put into place – this may be subject to further monitoring activities.

To be reviewed September 2027