

# Physical Education Policy

St Margaret's CEVAP School



Transforming lives by living and learning  
together in God's love

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# St. Margaret's Church of England Voluntary Aided Primary School

## Physical education at Key Stages 1 and 2



### Introduction

St Margaret's CEVAP School recognises the vital contribution of Physical Education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

### Intention and General Aims

1. It is the intention of the school to provide a broad and balanced PE curriculum to aid and increase children's self-confidence in relation to their ability to manage themselves and their bodies within a variety of movement situations.
2. The aim is to cater for the different strengths, needs and preferences of each child by using differentiated activities (where appropriate) consisting of individual, paired and group activities. Through the variety of opportunities that PE offers children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries. A range of activities will therefore be provided with a broad base of movement knowledge, skills and understanding, which children can refine and expand throughout their primary school years.
3. Children of all abilities will be encouraged to join clubs and organisations with the aim of extending their interest and involvement in sport. We will also encourage children to develop their creative and expressive abilities, through improvisation and problem-solving.
4. Children who are taught to appreciate the importance of a healthy and fit body begin to understand those factors which affect health and fitness. Our aim to raise children's awareness in this regard is therefore closely aligned with the school's policy on Personal, Social and Health Education (PSHE).
5. Through the Government Funding for Sport the School will, where possible, provide opportunities for both pupils and teachers to work with and alongside PE specialists and sports coaches. The aim is to enhance specialist and coaching facilities and to develop the skills and expertise of staff to provide better coaching, mentoring and advice to pupils across the whole PE and sport spectrum. Spending will be reviewed and published yearly on the school website

### Specific Aims in relation to Physical Development Policy

Different experiences for different age groups will ensure all pupils will be exposed to a range of appropriate challenges as they move through the school so that they:

- Develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- Become aware of the different shapes and movements that can be made with the body.
- Develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- Become aware of the benefits of a fit and healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility.
- Appreciate the value of safe exercising.

### Specific Aims in Relation to Social, Emotional and Cognitive Development

Participation in PE and Sport has additional benefits which should help to:

- Develop a love of physical exercise.
- Develop the ability to work independently and communicate with, and respond appropriately towards, others using verbal and non-verbal communication.
- Develop confidence in skills and abilities.
- Promote and develop a sense of responsibility for the safety of others.
- Understand that the right exercise can be fun, improve mental health and help with regulation
- Develop a sense of fair play.
- Develop decision making and problem solving skills.
- Develop reasoning skills and the ability to make judgements.
- Develop an increasing ability to select, link and apply skills and tactics
- Improve observational skills, the ability to describe and make simple judgements, and to use this knowledge and understanding to improve performance.
- Understand that using correct techniques will improve accuracy and performance.
- Enable performance evaluation and the ability to act upon feedback.

### Spiritual, Moral and Cultural development

Developing a positive attitude generally is not simply about celebrating sporting success and learning to lose well; but also encouraging children always to do their very best regardless of their ability; praising progress and achievement in a way that does not cause fear or upset for lack of performance or failure; and treating team mates, opponents and referees with respect. Essentially, using every opportunity to maintain and raise self-esteem all round.

## The PE Curriculum

**EYFS:** In reception the PE provision is carried out in line with the Early Learning Goals for the Foundation Stage. As well as structured lessons the children are engaged in physical activity throughout the week in the form of gross motor skill development through riding bikes, climbing, balancing, running etc. They are also continually developing manipulative and fine motor skills through a wide range of activities including threading, painting, building and cutting.

Pupils in both KS1 and KS2 will engage in lessons of high quality PE each week.

**At KS1**, as stated in the National Curriculum, pupils should 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. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

### **At KS2**

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, 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]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

## Swimming and water safety

In years 4 and 5 children will be taught swimming. Here they will:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Swimming takes place at the local authority pool and the school has adopted the Suffolk Schools Code of Safe Practice for Swimming.

The staff that accompany the children to the pool all hold the Shallow Water Certificate.

## Enrichment and Competitive Opportunities

St Margaret's CEVAP School is supported in its provision of Physical Education by a local organisation- Ipswich Town Foundation. They not only provide enrichment opportunities for the whole school but also deliver a range of opportunities within the extra-curricular timetable, both during lunch clubs and after school.

Organisations such as the Ipswich and Suffolk Sports Association (IPSSA) and the School Games, provide opportunities for inter-school competitions.

## Differentiation

At St Margaret's we endeavour to ensure that every child will be given tasks appropriate to their own individual needs. We use a variety of approaches and strategies to encourage this:

- Various different groupings within the class.
- Offering tasks which allow a range of different outcomes.
- Having available a range of different resources.
- Various levels of support by the teacher or other pupils.
- A range of different tasks.

## SEND (Special Educational Needs and Disabilities)

Our PE curriculum is designed to be fully inclusive and accessible to all pupils, including those with Special Educational Needs and/or Disabilities (SEND). We recognise that pupils have diverse physical, cognitive, social and emotional needs, and we are committed to ensuring that every child can participate meaningfully, safely and successfully in physical education.

To achieve this, teachers adapt learning through:

- **Curriculum differentiation** – modifying tasks, rules, equipment, groupings and outcomes so that all pupils can engage at an appropriate level of challenge.
- **Personalised support** – implementing strategies from pupils' Individual Education Plans (IEPs), EHCPs and professional advice (e.g., physiotherapy or occupational therapy guidance).
- **Flexible teaching approaches** – offering alternative ways to demonstrate skills, using visual supports, breaking learning into smaller steps, and providing additional processing time.
- **Inclusive learning environments** – ensuring safe spaces, predictable routines, and emotionally supportive practice that reduces barriers to participation.

- **Adaptive equipment** – using resources such as lighter balls, larger targets, modified bats, or assistive devices to enable full involvement.
- **Collaborative planning** – working with the SENDCo, support staff and external specialists to ensure provision is appropriate, ambitious and aligned with pupils' wider needs.

### Equal Opportunities

At St Margarets we are committed to providing all pupils with equal access to high-quality physical education, regardless of gender, ethnicity, religion, disability, socio-economic background, language, or any other protected characteristic. Our PE curriculum promotes fairness, respect and inclusion, ensuring that every child has the opportunity to participate, succeed and enjoy physical activity.

To uphold this commitment, we ensure that:

- **All pupils are encouraged to take part** in the full range of PE activities, with no group advantaged or disadvantaged by expectations, grouping, or access to resources.
- **Curriculum content reflects diversity**, celebrating a wide range of sports, physical activities and role models from different cultures and backgrounds.
- **Staff challenge stereotypes** and promote positive attitudes towards physical activity for all pupils, including those who may be underrepresented in certain sports.
- **Opportunities for leadership, competition and representation** (e.g., sports teams, festivals, events) are offered fairly and transparently.
- **Adaptations and support** are provided where needed to ensure equitable access, not simply equal provision.
- **Behaviour and participation expectations** are applied consistently and fairly across all

### Planning

The PE leads are responsible, in discussion with members of staff, for developing long term plans for the school. The key skills for each year group have been identified in the Curriculum Plan to ensure progression. With the support of the PE leads, the class teacher is responsible for the medium and short term planning

### Monitoring

The PE lead is released to monitor the quality of teaching and learning as part of the school's monitoring plan. Lessons are observed, planning inspected and discussed.

### Staff development

The PE leads will endeavour to provide staff with the appropriate information and support. Where necessary they will guide staff to the relevant courses and expertise.

### Learning across the curriculum

PE links to other subjects, e.g. English, (recount/report/instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting/measuring and graphical representation of data). Computing is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

### Assessment

Watching children work, talking to them about what they are doing and listening to them describe their work will generate useful assessment information.

Learning outcomes should indicate how children might show what they have learnt. Monitoring these learning outcomes during the course of teaching a unit will help teachers establish each child's progress, and

feedback during lessons on how far the learning outcomes have been met will help teachers set appropriate targets for individuals. All assessment is recorded on an online platform - seesaw

Teachers should record relevant information to provide feedback to the:

- Parents, in discussion or in a report;
- Children, as the basis for future target setting.
  
- Help the next class teacher plan appropriate work;

## Extra-curricular Activities

In addition to the formal curriculum the school offers a range of extra-curricular activities. These activities compliment and extend work in lessons.

The provision of after school activities may vary from time to time. They include:

- Rugby
- Netball
- Football
- Multisports
- Gymnastics
- Dance
- Tennis
- Cricket
- Multisports
- Athletics

We also provide opportunities to compete competitively in a range of these sports throughout the year.

## Paid coaches

The school checks the suitability of all staff that work with the children, and ensures that all necessary checks are carried out before a person takes up any coaching position. The PE leads act as a 'mentors' for the coaches so that mutual expectations can be set and any concerns quickly addressed.

DBS checks, Safeguarding and other relevant courses and Coaching Qualifications are obtained and held in the school office.

## Health and Safety

All teachers are responsible for safety in their own lessons and should therefore be familiar with the procedures associated with the teaching of particular activities. The behaviour policy will be followed within PE lessons to ensure the best lesson possible is taught.

## Dress Code

Children should not wear jewellery to school. Watches are removed for every PE lesson. Long hair should be tied up. Earrings need to be removed by the pupil or covered up with tape.

### PE kit

Children wear white T-shirts, green shorts and have bare feet for indoor dance and gymnastic lessons. Black and white plimsolls/trainers are sometimes worn for indoor games activities and always for outdoor activities.

Navy blue or black tracksuits may be worn as appropriate.

Swimming caps must be worn for lessons and trunks rather than shorts. Swimming goggles are not permitted unless required for medical reasons.

### Staff Dress Code

Staff should wear the appropriate clothing for PE

### Review

This policy will be reviewed every two years by the Headteacher and staff, and any suggested amendments will be presented to the Governing body for approval.