

Wrockwardine Wood CE Junior School



PE Policy K. Slow

Updated: November 2025
To be reviewed: November 2027



“Love, Laugh Learn”

We will ignite the ability in all to ***‘Love, Laugh and Learn’***, recognising the extraordinary and wondrous in everything and in everyone. Our rich, varied and creative curriculum, together with our Christian values, will empower all to flourish following Jesus’s promise **‘I have come to give life and life in all its fullness.’** (John 10:10)

Our School Christian Values



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1 Aims and objectives

1.1 Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. This is expressed through the four strands of the National Curriculum for P.E; Acquiring and developing skills, selecting and applying skills, evaluating and improving, and knowledge and understanding of fitness and health. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives. When planning in PE we aim to ignite the ability in all to 'Love, Laugh and Learn'. This is achieved through recognising the extraordinary and wondrous in everything that we plan across the PE curriculum. When coupled with our Christian values and Jesus's promise 'I have come to give life and life in all its fullness'. (John 10:10) we are able to provide the children with experiences that will inspire them and ultimately support them to flourish. Our PE and school sport offer supports the children's cultural capital as we are able to offer experiences and opportunities that they perhaps do not always have outside of the school community setting. It is with these experiences that we can show our children that we are loving out loud; supporting their development, fostering positive futures and opening their minds to a future without limits.

1.2 The objectives of teaching PE in our school are:

- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills, and apply rules and conventions, for different activities;
- to show children how to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate and acknowledge their own and others success;
- to know why activity is important to their health and well-being;
- to set targets for themselves and compete against others, individually and as members of a team .

2 Teaching and learning style

- **2.1** We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. Oracy is embedded at the heart of teaching and learning and is developed consistently across the curriculum through both structured and incidental opportunities. Building on our shared belief that oracy is the ability to articulate ideas, deepen understanding and engage with others through spoken language, teachers explicitly teach and model new vocabulary in every subject, ensuring pupils are exposed to ambitious, topic-specific language. This vocabulary is revisited through talk prompts and discussion tasks enabling pupils to practice and apply it in meaningful contexts. Staff carefully model high-quality spoken language through sentence stems and structured responses, which are then scaffolded to support all learners to speak with increasing confidence and clarity. Opportunities for paired talk, group discussions, debate and reasoning are planned into lessons, allowing pupils to refine their listening and speaking skills progressively. Beyond the classroom, oracy is further developed through assemblies, playtimes, lunchtimes and extra-curricular activities, reflecting our whole-school ethos that every child has a valued voice. Through this consistent and

inclusive approach, we nurture confident, articulate speakers with rich vocabulary who are well equipped to succeed across the curriculum and beyond.

2.2 In all classes children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as an 80m sprint);
- setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
- grouping children by ability, and setting different tasks for each group (e.g. different games);
- providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

3 PE curriculum planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses the 'Get Set 4 PE' scheme of work as the basis for its curriculum planning in PE in order to meet the needs and interests of our pupils. We have adapted this scheme to the local circumstances of the school. We teach compulsory dance, games and gymnastics, plus a range of other activities: swimming and water safety, outdoor and adventure activities and athletics.

3.2 The curriculum overview for PE is carried out by the PE co-ordinator.

3.3 Our planning defines what we teach, and ensures an appropriate balance and distribution of work across each half term. It also lists the specific learning objectives and expected outcomes, and give details of how the lesson is to be taught. Each teacher has access to these plans from the 'Get Set 4 PE' resources and the PE teacher uses them for each session.

3.4 We choose the PE activities from 'Get Set 4 PE' so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

3.5 Each pupil has an allocation of two hours per week for physical education. We encourage children to have active playtimes and lunchtimes by adopting the 'Happy Lunchtimes' scheme. We also offer a wide variety of clubs, to increase pupil participation in sport and encourage them to lead healthy lifestyles.

5 Contribution of PE to teaching in other curriculum areas

5.1 English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.

5.2 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Pupils are encouraged to become sports leaders through running a variety of clubs and becoming 'Sporty Squad' or 'Jumping Jaxx' breaktime play leaders for younger pupils.

5.3 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings

allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

6 PE and ICT

- 6.1** Information and communication technology enhances the teaching of PE, where appropriate. In dance and gymnastics, the teacher sometimes makes video recordings of their performance, and uses them to develop their movements and actions. A digital camera can record experiences during outdoor activities.

7 PE and inclusion

- 7.1** We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.
- 7.2** When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.
- 7.3** Intervention may lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

8 Assessment for learning

- 8.1** Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. At the end of a unit of work, the class teacher makes a judgement against the objectives for that unit and records this information in a chart placing the children in their class within one of 3 categories for the unit – working towards, expected or at greater depth level. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

9 Resources

- 9.1** There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities, and the local swimming pool for swimming lessons.

10 Health and safety

- 10.1** It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to come to school wearing PE kit on their set PE days. The governing body expects the teachers to set a good example by wearing appropriate

clothing when teaching PE – teachers have been given a staff PE kit to wear. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity.

11 Extra-curricular activities

- 11.1** The school provides a range of PE-related activities for children at the end of the school day and during lunchtimes. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term in a clubs' timetable. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

12 Monitoring and review

- 12.1** The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in the subject, and providing a strategic lead and direction for PE in the school.
- 12.2** This policy will be reviewed at least every two years.