



PE Policy

St Paul's Church of England Primary School

Fountain of Life

Overflowing generosity Recognise

& Illuminate

Way of Life

All God's Children

Reaching out to others

Devotion to each other and God

*For with you is the Fountain of life; **in your light we see light.** (Psalm 36 vs9)*

Inspired by God's love for us, we illuminate the goodness in others, we care for and protect His children and reach out to help others flourish in their journey to the fullness of life.

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2 Introduction

This is a policy statement for Physical Education. It sets out the aims, principles and strategies for the teaching and learning of Physical Education at St Paul's C. E. Primary School. The P.E. programme adheres to the Early Learning Goals and National Curriculum guidelines.

3 OUR VISION FOR PHYSICAL EDUCATION

3.1 We believe that every child should enjoy their education and be happy, healthy and safe at school during every lesson in varied learning environments. We will value our children for their individuality and they will be supported, praised and challenged accordingly. We are committed to motivating children to lead an active and healthy lifestyle today and in the future. We will endeavour to 'inspire a generation' and maximise their unique potential in their creative, emotional, social, physical, moral and spiritual development through rich and varied PE lessons.

PE at St Paul's is a culture that aims to inspire an active generation to enjoy PE, encourage each other and achieve.

4 Policy Statement

4.1 Physical Education has much to contribute to the total development of pupils. Fundamentally, this will be directly related to their physical development and movement skills. However, with thoughtful planning and presentation it can also significantly influence personal, social and aesthetic aspects of pupil development.

4.2 At St Paul's C. E. Primary School, the teaching of Physical Education must be closely related to the common needs of most pupils as well as their individual differences. It must take into account the variations that exist in their ability, aptitude and interests. It should offer experiences where children are encouraged to develop to the limits of their personal potential.



5 Aims

5.1 The general aims of the Physical Education programme are to:

- 5.1.1 offer a vigorous, varied and stimulating program of activity to assist the fullest possible physical development of all children and develop their understanding of the way in which apparatus and equipment may be used safely yet imaginatively.
- 5.1.2 aid personal, social and moral development through a variety of games and activities demanding thought, experimentation, social interaction, honesty, decision making, good sporting attitudes and behaviour.
- 5.1.3 motivate children to learn through an inspirational curriculum where standards are high.
- 5.1.4 to promote positive attitudes towards physical education and give children a sense of enjoyment and pride in their physical abilities and ultimately increase their self-esteem.
- 5.1.5 bring about an awareness of the benefits of physical activities and the importance of maintaining a healthy lifestyle and the opportunities available at St Paul's C.E. Primary School and in the wider community.
- 5.1.6 Cater for all abilities and provide opportunities for children to achieve their unique, personal goals.

6 Objectives

- 6.1.1 To promote physical activity and the importance of living a healthy lifestyle.
- 6.1.2 To continually emphasise the need for safety in all situations. This will include promotion of wearing correct clothing thus developing an awareness of personal hygiene.

For all aspect of safety, teachers must adhere strictly to BAALPE (2004) Safe Practice in Physical Education. BAALPE



- 6.1.3 To develop a knowledge and understanding of the movement potential of the body.
- 6.1.4 To develop an aesthetic awareness and appreciation of the quality of movement.
- 6.1.5 To develop social competence through a variety of pupil group situations.
- 6.1.6 To develop an awareness of fair play, understanding the need for rules.
- 6.1.7 To develop competence in manipulative skills through individual and small sided games and practices.
- 6.1.8 To provide a broad, challenging program of movement activities.
- 6.1.9 To offer a breadth of experiences in a range of physically challenging situations.
- 6.1.10 To develop links with other curriculum areas.
- 6.1.11 To provide children with the opportunity to represent St Paul's at a competitive level and in non-competitive environments through extra-curricular activities and festivals.
- 6.1.12 To develop awareness of opportunities available in the local district and promote link with outside organisations.

7 Entitlement

- 7.1 All children who attend St Paul's C.E. Primary School are entitled to two hours of high-quality PE during curriculum time. Each class are timetabled to have a one-hour session in the main hall and a one-hour session using outside facilities; one hour may be taught by qualified coaches or P.E. specialist staff as part of the PPA enrichment activities.
- 7.2 Children in the Foundation Stage and Key Stage One will participate in the initiative "5 a Day". Teachers have embraced an active curriculum and provide opportunities for children to become physically active during a variety of lessons thus reducing sedentary behaviour: "75% of 5 - 16 year



olds spending at least 2 hours on high quality PE and sport within and beyond the curriculum”.

7.3 Key skills will also be taught through the medium of PE

7.3.1 Communication skills - speaking, listening and expressing ideas through a variety of media

7.3.2 Mathematical skills - develop and apply their knowledge and skills of number, shape, space and measures.

7.3.3 Problem solving skills - develop and apply their skills of asking appropriate questions, making predictions and coming to informed decisions.

7.3.4 Creative skills - develop and apply their creative skills, particularly the development and expression of ideas and imagination. Appreciate the dynamics in music and respond appropriately.

7.3.5 Personal and Social Education - promote the attitudes and values and apply the skills, knowledge and understanding relating to PSHE.

8 Cross Curricular Links

8.1 Foundation Stage

8.1.1 Negotiate space and obstacles safely, with consideration for themselves and others;

8.1.2

Demonstrate strength, balance and coordination when playing;

8.1.3 Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

8.1.2

8.1.4 They can dress and undress independently, successfully, managing buttons.

8.2 ICT - Using technology to measure and improve performance



8.3 Science

- 8.3.1 To understand what changes the body experiences during physical activity
- 8.3.2 To learn how the heart works and how oxygen is transported around the body to enable muscles to move (year 6)

8.4 PSHE

- 8.4.1 Having appreciation of others abilities and needs.
- 8.4.2 Accepting rules to encourage fair play.
- 8.4.3 To help children to grow healthily, safely and responsibly.

9 Out of School Hours Learning

- 9.1 Extra-curricular activities are dependent on the good will of staff, AAOT's and coaches. All children from Year R to Y6, boys, girls and children with Special Educational Needs, have equal opportunity to participate in a variety of activities before or after school sports activities.

10 Transport

- 10.1 Use of school mini-bus to transport children to sporting fixtures and/or any adult transporting children to fixtures should have written parental consent. Children under the height of 1.35m parents must provide a booster sit for the journey. School administration staff have up-to-date list of staff that are able to transport children in the mini-bus.
- 10.2 The adult must also have valid insurance and licence.

11 Adults Other Than Teachers (AOTTs)

- 11.1 All adults that work with children within or out of curriculum time should have a current DBS. Any sports coach that has not attained level 2 should NOT be left alone with a child or group of children. The LSA should remain present at all times. All coaches should have, insurance.
- 11.2 Prior to running sessions in school with children, coaches should have an induction with a Safeguarding Lead. This discussion should provide the coach with guidelines to follow during an accident or a fire alarm as well as



keeping children safe. The school ethos and standards of behaviour expected by both adults and children should be shared.

12 Safe Practice

12.1 The basic safety requirements are set out below and must be strictly adhered to.

12.2 Equipment

- 12.2.1 Check all apparatus for safety and withdraw immediately any showing signs of defect. Report this to the P.E. Co-ordinator.
- 12.2.2 Ensure that the floor is clean and free from dust or slippery surfaces.
- 12.2.3 Ensure that all potentially dangerous objects are moved (piano, chairs etc.)
- 12.2.4 Ensure that there is sufficient space to safely undertake the proposed activity.
- 12.2.5 Ensure that adequate light and ventilation and that glare from windows is eliminated.
- 12.2.6 Ensure equipment is suited to the age and ability of the children. Freestanding apparatus should not exceed 1m. Wall bars are colour coded to show desired restrictions on working level. The trumpet is design for the foundation stage and key stage one use only and pupils should be supported whilst using this - it is not a spring board.
- 12.2.7 Equipment obtained through the British Gymnastic Association should only be used during Gym club with a qualified coach (red block, junior spring board and blue padded bench).

13 Clothing

- 13.1.1 Ensure that all children have appropriate clothing for the activity. Under no circumstances should school trousers or tights be worn for gymnastic activities.
- 13.1.2 All jewellery should be removed, exceptions are made for medical or religious purposes
- 13.1.3 Long hair must be tied up.
- 13.1.4 Staff should be a positive role model for good practice and at the very least, training shoes or plimsolls should be worn for the duration of the PE lesson.



- 13.1.5 Appropriate clothing should be worn by children during physical activity
- 13.1.6 Gymnastics - white T-shirt, shorts plimsolls/bare feet
- 13.1.7 Games - plain T-shirt or sweatshirt, shorts or tracksuit for warm weather and training shoes or football boots as appropriate.
- 13.1.8 Swimming - boys should wear trunks, girls should wear a one-piece costume, swim hats and goggles must be worn unless there is a medical reason as why they are unable to wear goggles.
- 13.1.9 If children have a verruca, they must wear socks with their footwear and when swimming a verruca sock must be worn.

14 Discipline

- 14.1.1 Pupils must work quietly in order to respond to instructions or stimulus
- 14.1.2 Pupils should be taught to respond quickly and safely to commands
- 14.1.3 Children should be made aware of the potential dangers of the surrounding ideas and safe methods of moving equipment.

15 Medical

- 15.1.1 Staff should be aware of any medical problems pertinent to the children in their care
- 15.1.2 Asthmatic and epileptic sufferers may require special consideration.
- 15.1.3 Water should be easily accessible to the children to prevent dehydration.
- 15.1.4 All children with Special Education Needs (SEN) should have access to the PE curriculum and take part in any physical activity and adapted appropriately if necessary.



