



**Salisbury Primary School**

**Physical Education Policy**

Reviewed: July 2023

Next Review Date: July 2025

# **Contents**

- 1. Curriculum Statement**
- 2. Teaching and Learning**
- 3. Assessment**
- 4. Planning and Resources**
- 5. Organisation**
- 6. EYFS**
- 7. KS1 and KS2**
- 8. Equal Opportunities and Inclusion**
- 9. Role of the Subject Leader/Team**
- 10. Parental Involvement/Home Links**

## **Salisbury Primary School – PE**

### **1. Curriculum Statement**

#### **Intent**

Physical activity at Salisbury is a very important part of our school day as it gives pupils the opportunity to be active every single day. We offer an array of different activities and sports to appeal to everyone. Not only does exercise improve overall health and fitness it helps to improve mental health and cognitive development as well, by doing physical exercise, pupils are more likely to concentrate and maintain focus in lessons. As well as strengthening muscle and bones, exercise builds confidence, inspires positivity and improves social skills.

#### **Early Years**

Physical Development - Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for both play indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.

Gross motor skills provide foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

#### **Key Stages 1 and 2**

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.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

*Swimming is applicable within Key Stages 1 and 2.*

#### **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- 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.

## **Implementation**

At Salisbury, we provide PE from EYFS to Year 6. On a daily basis, all year groups take breaks through outdoor play.

In addition, timetabled curricular PE is provided consistently for at least one hour a week and pupils in KS2 partake in weekly swimming and other physical activity for an additional one hour a week (with the latter completing one term). Resources and outdoor spaces provide the pupils with improved facilities as they benefit from the fitness and gym equipment in the playground, astro-turf playground, forest area and the hall.

## **Impact**

At Salisbury, we place much emphasis on learning about the needs of our pupils through pupil voice. It is evident that pupils thoroughly enjoy being challenged physically and socially and appreciate the safe and stimulating learning environments. Having introduced the 'Striver' programme for teaching and learning physical education, teachers plan and deliver a range of physical activities and ensure pupils access a broad range of activities largely with the support of the changes that have been introduced to the curriculum. Staff make effective use of the PE equipment to deliver quality lessons to develop pupils' skills.

Staff are utilising a range of resources: equipment, PowerPoints, videos and images to improve learning outcomes for pupils. We use the assessment tracker to record pupils' attainment across KS1 and KS2. In EYFS we endeavour to provide a holistic curriculum that achieves physical development through everyday activities. Those activities work on the children's fine and gross motor skills.

## **2. Teaching and Learning**

A typical PE lesson lasts approximately 50 minutes. PE is taught weekly, and provides opportunities to improve physical, social, mental wellbeing and theoretical understanding as demonstrated by an outline of the approved planning scheme:

- Review prior learning and skills to help consolidate pupils' development.
- Sharing of technical vocabulary where pupils can demonstrate and improve their theory and understanding of the skills.
- Health and safety routines, allowing pupils to perform skills with precision and accuracy in a safe manner.
- Partake in warm up and cool down activities that prepare and improve pupils' overall health and increase their longevity to continue to use the required skills within sports and physical activities.
- Fun individual/ team games to improve the above range of outcomes and provide an opportunity to practice and demonstrate the taught skills.

## **Additional physical activities**

Additional time for physical activity is timetabled through a range of extra-curricular activities. Pupils in Years 4-6 benefit from swimming lessons at the local leisure centre.

Through our work with the Streetly Academy Partnership, activities promoting PE are scheduled during school hours and after school. Physical play is promoted throughout the school with expertise of the staff and equipment available on the playgrounds.

### **3. Assessment**

Formative assessment is ongoing and takes place at the end of each unit (half term) using the school's PE assessment tracker, which provides the requisite skills for each year group. Teacher assessment judgements place pupils as working towards the standard, working at the expected standard, exceeding the standard. Staff are able to complete assessments at the beginning of each unit to establish their current levels and amend them accordingly at the end of each unit.

### **4. Planning & Resources**

A long-term plan has been devised for Years 1 to 6 to follow to ensure coverage and progression of the skills across the school. A range of resources available and equipment are available to support the delivery of the planned PE sessions.

### **5. Organisation**

The school largely follows the Striver curriculum and the iMoves curriculum whilst also allowing teachers to adapt planning to the needs of their pupils with the support of the PE leaders. All planning underpins the skills as set out in the school's assessment criteria.

### **6. EYFS**

Within Early Years, PE is achieved through the focus of physical development. Whilst it is not a standalone subject, Physical development is achieved through a range of cross-curricular activities that aim to improve the children's fine and gross motor skills. Those activities can be within 'free play' and 'guided play'. The free play activities are child led, however purposefully set up by the adults to meet the ever-changing needs of the children. The staff establish those needs through assessing through observation, known as "in the moment" – a means of formative assessment allowing for free time to be guided for. Staff ensure that all the 'Enabling Environments' are conducive to having lots of activities to practise using skills.

The outdoor environment is regularly and consistently used in EYFS directly addressing the pupils needs as well as combining with the requirements of the chosen curriculum – Development Matters. Planning is consistently underpinned by the 'Seven Features of Effective Practice' and the 'Characteristics of Effective Teaching and Learning'. The planning caters for whole class teaching and age appropriate activities with a heavy focus on personalised learning. The latter is achieved through adult support with a present target being that the practitioners are mindful of the next stages of development in order to inform new planning. In preparation for Key Stage 1 PE, EYFS ensure they meet the demands of PE by practising routines that support health and safety.

## **7. Key Stages 1 & 2**

Key Stages 1 and 2 have largely been using the recently implemented Striver curriculum programme. The Striver programme has been created with the sole purpose to improve primary aged pupils' long-term physical and mental wellbeing. It aims to ensure pupils of all abilities feel motivated and engaged, and teachers of all experience levels feel confident and in control. Staff are using the Striver planning on a weekly basis with most year groups editing the planning onto the school's proforma. Striver is implemented following a sequence of activities - practising a personal best skill; warm up; individual/pairs practising skills and team activity. Striver has allowed for pupils to focus on specific skills with aim of practising and refining as much as possible. In turn, these experiences are progressively built into competitive games from individual to team activities. The skills within the assessment tracker are generic allowing for them to be fulfilled across a range of activities.

In Key Stages 1 and 2, PE is generally taught as a standalone subject. There have been some opportunities in certain year groups to make use of cross-curricular links. Year 6 planning demonstrates how to adapt recommended planning to cater for all types of learners taking opportunities to include such resources as visual examples.

Both outdoor and indoor facilities are used consistently to provide fun and safe learning environments. When required, staff prepare learning spaces by organising the resources beforehand and laying out equipment to maximise teaching and learning opportunities.

## **8. Equal Opportunities and Inclusion**

The school is committed to ensuring the active participation and progress of all pupils in their physical development and its other beneficial associated outcomes. All pupils will be given equal opportunities to achieve their best possible standard, whatever their current attainment and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation or the progress of which they are capable. Differentiated activities and adult-led support ensures an inclusive and stimulating learning environment for all pupils' abilities.

## **9. Role of the PE Lead/Team**

The team members will:

- Work to raise the profile of PE at Salisbury through best practice.
- Involve the school in PE sporting events, including participation in physical challenges.
- Monitor progression and continuity of PE throughout school through observations, pupil voice and staff feedback.
- Ensure that all staff have access to year group plans and the required resources to deliver approved planning.
- Ensure that all staff have access to professional development including support in how to formulate lessons based upon the skills as laid out in the assessment grid.

## **10. Parental Involvement/Home Links**

At Salisbury, we recognise that parents and carers have a valuable role to play in supporting their child's physical development learning and the theoretical understanding that underpins this.

- PE policy is readily available on the website.
- Parents are informed of their child's progress, communicated in written school reports.
- PE is to be promoted by parents being invited to observe and participate in Sports Day (only when this meets the health and safety standards as guided by the local council).

*To be reviewed July 2025*