



Physical Education (PE) Policy

**Adopted: Spring 2026
Review: Spring 2029**

Curriculum Statement

Intent

Meadgate Primary School recognises the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education to ensure that all children:

- 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
- participate in at least 2 hours of PE a week
- encouraged to participate in before and after school clubs
- are active, where appropriate, during lessons and during break times
- encouraged to celebrate sporting success

Implementation

P.E. is taught at Meadgate as an area of learning in its own right as well as integrated where possible with other curriculum areas. It is taught at a minimum of two PE session a week.

We teach lessons so that children:

- Have fun and experience success in sport
- Have the opportunity to participate in P.E at their own level of development
- Secure and build on a range of skills
- Develop good sporting attitudes
- Understand basic rules
- Experience positive competition
- Learn in a safe environment
- Have a foundation for lifelong physical activity, leaving primary school as physically active.

Impact

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities. At Meadgate, we provide opportunities for children to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

2. Teaching and Learning

Teaching styles and strategies provide opportunities for children to participate in a range of activities and evaluate their own performance. Careful planning ensures time is spent in organising and resourcing lessons and activities. Children experience a range of opportunities to work individually, in pairs or in groups over time.

Lesson Structure:

- At the beginning of each lesson, the teacher explains the intention of the lesson and informs as to how the children can be successful in achieving the lesson aims.
- There may be a 'hook' drawing children into the lesson and to engage and excite them or a link to their curriculum topic.

- There is direct teaching of skills and subsequent skills practice by the children, under the supervision of the teacher.
- Children are then provided opportunity for children to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding / 'cool down' activity' to prepare children to return to a normal-state both physically and mentally.
- Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

3. Assessment

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability.

KS1

Children 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.

KS2

Children 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.

4. Planning and Resources

P.E. equipment is stored safely in the P.E. cupboards across the school. The PE cupboard is locked and only members of staff have access. The cupboard is regularly checked by the PE subject leader to check its tidiness and organisation. Staff are advised to inform the subject leader of broken, damaged or lost equipment so that replacements can be ordered.

Primary Sports Funding

The School work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Executive Headteacher. The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their children. Schools receive PE and Sport Premium funding based on the number of children in Years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the Meadgate website under 'PE and Sport Premium'.

5. Organisation

Under the PE Curriculum, PE is a statutory subject to be taught, although there is no statutory requirement for time spent engaging in PE lessons. Meadgate does however; acknowledge the DfE recommendation of 2 hours per week.

Therefore, children have access to a minimum of two P.E. lesson a week. This may include swimming, gymnastics, dance or games activities incorporating areas of athletics, outdoor/adventurous and team activities.

Swimming provision

At Meadgate, children attend swimming lessons at our swimming pool. Each child has the opportunity to swim for thirty minutes once a week for the whole academic year. Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course.

Many of our children will access further extra-curricular activities to enhance the work that goes on in curriculum time. As a result of the learning environment here at the School, we work with a range of outside professionals to ensure our children have access to further opportunities for quality Physical Education provision.

6. EYFS

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development; Moving and Handling and Health and Self-care.

- Moving and Handling: Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care: Children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. They participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching.

These skills can then be built on when children enter KS1.

7. KS1 and KS2

KS1 Attainment Target

Children 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.

Children are taught to:

- 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.

KS2 Attainment Target

Children 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.

Children are 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

Children are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations

8. Equal Opportunities

At the School we are committed to promoting equal opportunities irrespective of socio-economic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities.

9. Inclusion

At the School we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL than not being inclusive.

Targeting

At Meadgate, competitive sporting events via providers such as The Chelmsford School Sports Partnership are released annually. The PE subject leader will liaise with staff to ensure that a range of children are selected for events, and that we target PPG children whenever possible. For other events, we target SEND children or Gifted and Talented children where appropriate.

10. Role of the Subject Leader

Training

- Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- Provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes.

- Seek further training and support from specialist teachers and coaches, Young Hackney Sports Development, and via the SGO (School Games Organiser).
- Over the course of an academic year, ensure all teachers can observe/team teach with specialist teachers, in order to make their contribution sustainable.

Curriculum

- Complete the Curriculum Map annually.
- Timetable specialist teachers and coaches (liaising with Head of School).
- Ensure the PE curriculum resources available to teachers are of a good standard and a quantity.
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.

Organisation

- Register the school for various borough sporting events (via YHSD and SGO).
- To report on school swimming attainment annually and record this online.
- Organise Sports Day(s) annually.
- Report to the Curriculum leader, Executive Headteacher and Governors on PE.

Budgeting

- To complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually (liaising with the Executive Headteacher).

11. Parents

Parents are encouraged to inform Meadgate if they have a certain expertise in a particular sporting area. In this instance, we can involve a parent in delivery of lessons/clubs or events. Parents are encouraged to attend Sports day to celebrate and promote physical activity, as well as support groups to travel to sporting events as support.

In terms of reporting on progress, annual reports are written about each child for parents/carers and PE is listed as a foundation subject in all reports.

12. Health and Safety

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

a) PE Kit

Children are encouraged to wear appropriate PE clothing. Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are recommended. Children are encouraged and regularly reminded to bring P.E kits. In Early Years, children change into PE kit before each session, to support their development of independence and motor skills. Teachers send polite reminder slips home to remind parents of children who have failed to wear PE kit. This helps to minimise the number non-participants.

Children are bare-footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.

b) Jewellery and Hair

Children must not wear any kind of jewellery in PE lessons, including watches and earrings. Children with medium/long hair are reminded to tie it up securely.

c) Weather

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to have an hour in the hall each week, so if the weather is not appropriate for outdoor PE, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

d) Hygiene

Children are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

e) Staff dress

It is important that staff should consider their own and their children's safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.