



# Physical Education Policy

*Believe, Achieve, Celebrate*

Revised October 2025

By Beth Lovell

## **INTENT**

### **1 Aims and objectives**

1.1 Thurnby Mead Primary Academy aims to enable all pupils the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable pupils to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling pupils to become active, responsible and caring members of the academy and wider community. The academy works towards these aims by:
- Promoting high quality learning and exceptional attainment;
- Providing high quality curriculum entitlement and a safe and quality learning environment;
- Promoting positive values when teaching PE;
- Promoting an effective partnership with parents and the wider community;
- Competitiveness;
- SMSC;
- Sportsmanship;
- Enjoyment;

## **IMPLEMENTATION**

### **2. Curriculum Framework**

2.1 The Early Years Foundation Stage (EYFS) will use the Curriculum Guidance for the Foundation Stage and Early Learning Goals. The framework for Year 1 through to Year 6 consists of 6 areas, these are as follows:

- Dance
- Games
- Gymnastics
- Athletics
- Swimming

### **3 Pupil's Clothing**

3.1 All pupils from the Nursery to Year 6 should be dressed appropriately for PE. Long hair must be tied up securely; class teachers will need to make decisions on pupils wearing

glasses during sessions and no jewellery is permitted during sessions unless for religious observance. Earrings should be taken out or taped up.

## **4 Teaching and Learning**

4.. Every pupil will have access to one hour of high-quality PE per week. The timetabling for this will be done termly. The framework sets out which of the 6 areas will be taught, delivered by our teachers, following the PE Passport Scheme, and assessed by teaching staff. Thurnby Mead pupils receive an education that they find exciting, challenging and fulfilling, and they know what they do is valued. The teaching and learning should be provided in a style which supports the development of lively and enquiring minds, gives satisfaction, pride and enjoyment in succeeding, offers challenges and promotes independence and imagination.

### **4.2 The PE lesson: Good Practice**

a) The Learning and Teaching Policy identifies the aims, principles and strategies for promoting effective learning and teaching at Thurnby Mead Primary Academy. These apply to learning and teaching in PE as well as every other curriculum area.

4.3 b) Good lessons should contain the following elements:

- Purpose: Lessons should have clear objectives and defined learning outcomes which should be explained to the pupils at the beginning of the lesson.
- Progression: Pupils' capabilities should be developed with increasing demand made on physical and mental processes. Building on previous learning is essential and so too is working to achieve successful outcomes through repetition, application and refinement of skills.
- Pace: High levels of activity, avoiding dead spots (pupils sat down doing nothing) with clear expectations for high work rates to be maintained are important. The physiological benefits of exercise should be explained and understood and their association with health emphasised.
- Coherence: All teachers should reinforce previous understanding and establish links between curricular experiences.
- Challenge: High expectations will be set for individual and group achievements. Pupils extended both physically and intellectually through interesting tasks.
- Differentiation: Will be achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all ability groups.

4.5 c) Pupil's responsibility: In lessons pupils will be encouraged to make decisions. They will be given responsibility for equipment, group organisation and at times their own learning as they practise and repeat movements to improve efficiency and the quality of their performances.

4.6 In PE the overall structure of the lesson will generally be the same and consist of: i: Learning Objective and Success Criteria (Verbal or Visual); ii. A warm up and stretch activity;

3 iii. A main teaching activity, which would be either an introduction or revision of a skill; (the main teaching focus may be delivered in the classroom if appropriate e.g.: using IWB, before the pupils warm up and stretch) iv. Followed by a game or activity where the skill learnt is then applied; v. The lesson is then concluded with a cool down exercise with dynamic or static stretching. vi. Plenaries and mini plenaries take the form of constant evaluation of performance, consistently throughout the lesson.

## **Diversity**

Through the route to resilience, pupils apply and build upon their character muscles of respect, tolerance and self-esteem. Pupils' cultural capital is promoted through access to competitions and opportunities to develop their oracy around sport (by presenting sports events during assemblies) and access to open spaces. All pupils, including those with SEND, have access to an inclusive curriculum that develops their skills in the wider world.

## **5 Health and Safety**

5.1 Safety should be paramount when planning PE activities. The following guidelines should be referred to by all teachers when planning their PE curriculum: - Safe Practice in Swimming (LEA) - [Safe Practice in Physical Education \(2016 BAALPE\)](#) - [Safety in Outdoor Education \(LEA\)](#)

5.2 In order to facilitate pupils' safety, annual risk assessments are to be renewed termly and written by the PE coordinator. These should be shared and adhered to by all teachers.

5.3 Risk assessments should be included in lesson plans and safety aspects should be considered with the pupils prior to the task. Pupils should develop their own abilities to assess risks.

5.4 First aid equipment should be available and staff should know what to do and who to call for assistance in the event of an accident (designated first aider). Inhalers for pupils suffering from asthma must be readily accessible and brought to lessons.

5.5 Regular checks are to be made on all equipment by the premises office/building manager. GM services and Sport UK to check on major equipment every 6 months. All staff should be responsible for reporting to the subject leader when any items need replacing or repairing. Any items constituted a danger should be taken out of use immediately.

5.6 Teachers should conduct a visual risk assessment of the learning environment and PE equipment as well as the pupil's clothing; particularly footwear, i.e. either bare feet or plimsolls, before proceeding with any PE lesson.

## **IMPACT**

Monitoring, evaluating, assessing and recording planning and assessment will be organised as shown below.

Each planning team will meet termly to organise their teaching and learning, and assessment. Clear learning objectives and outcomes will be shown on each plan – these can be found on PE Passport's Scheme of work. Thurnby Mead staff are responsible for assessing individual children's progression using our own PE assessment unit grid.

Sports Day will take place in the summer term in the following groups, EYFS, Key Stage One and Key Stage 2. For each Sports Day, there will be a carousel of sporting activities for the pupils to take part in throughout the event. Preparation work for Sports Day takes place throughout Terms 5 and 6, developing pupil's skills in a variety of sport related activities.

### **6 Extra-curricular Activities**

6.1 After school activities are supervised by senior leaders, external providers and support staff. These activities provide opportunities for more advanced coaching and competition with pupils from other schools and academies, participating in larger scale team games.

6.2 This is a valuable part of our academy and a useful supplement to the National Curriculum. Pupils with sporting ability are encouraged to take part in such extra-curricular activities, although these are voluntary, and no child would be forced to participate.

6.3 The extra-curricular programme provides extended opportunities for pupils to develop their abilities through coaching and competitive situations.

6.4 Pupils are informed of all opportunities through letters/E-mails to parents.

6.5 In appropriate situations pupils are encouraged to participate in activities with pupils who are older than themselves.

6.6 An expansive programme of competitive fixtures is provided in a wide range of sports. Monitoring and review It is the role of the Academic Committee Local Governing Body to monitor the policy and practice; any concerns are raised with the principal.

**Signed:** *B.Lovell*

**Date:** October 2025