

Woodrow First School

PE POLICY

Signed by:	
Reviewed by	Louise Paxton
Head Teacher	Richard Kieran
Chair of Governors	Reg Moore <i>R.F. Moore.</i>
Date Adopted	9 th December 2025
Date of Review	December 2027

Aims of our PE curriculum

At Woodrow First School we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning. Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure 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

Our curriculum is designed in a way which builds excitement for Physical Education that inspires a curiosity and willingness to learn and develop their skills more so children can apply these in a competitive environment. The curriculum has been designed in line with the National Curriculum as a starting point however, extending children's exposure to sports in readiness for Key Stage 3 and adult life. This high-quality, inclusive curriculum is rich, varied, imaginative and ambitious and meets the needs of all individual learners.

Implementation

Curriculum

Our PE lessons are planned and taught by class teachers using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

Early Years is the first opportunity to develop our children's curiosity for Physical Education. We implement our PE curriculum by following the interests of the children through the Early Years Foundation Stage Statutory Framework which aims to guide children to make sense of the way they move and develop confidence through activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

In Key Stage 1, the physical development skills are further built upon as children are introduced to new learning where children build on the fundamental skills taught in EYFS and aim to master the basic skill movements such as running, throwing, jumping and catching as well as beginning to develop balance, agility and coordination. Children are introduced to team games as well as individual sports.

Basic tactics are introduced to the children as well as competitive sports whether that be competing against other children, teams or themselves. This ensures a firm foundation and understanding of physical education, ready for Key Stage 2.

In Key Stage 2, the physical education curriculum is delivered to continue applying and developing a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. Children enjoy communicating, collaborating, and competing within physical education lessons and inter and intra school competitions. Children will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success, preparing them for middle school where pupils will build on and embed the physical development and skills learned in key stages 1 and 2, becoming more competent, confident and expert in their techniques. Children will develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and how to apply the long term health benefits of physical activity to their adult life.

All of our children receive a minimum of a term and a half of curriculum based swimming lessons throughout their time at Woodrow, with Reception having weekly swimming lessons from the second part of Autumn Term

Other opportunities

- Our children have the opportunity to access extra-curricular sporting activities three times a week. These sessions aim to give children access to a wide variety of sports that they may not have access to outside of school time such as tag rugby, athletics and dodgeball.
- Throughout the year our children are given the opportunities to participate in local festivals and competitions through the local pyramid and School Games Mark.
- Each year a small group of Year 4 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports day and any other Sporting activities

Impact

Our Physical Education Curriculum is high quality, well sequenced and planned to demonstrate progression. The impact of this that the children will meet their age-appropriate skills in Physical Education and be able to transfer these skills into other sports and everyday activities. Children leave our school having a love of sport and physical activity both in and out of school, with this continuing into later life. Children will have worked on their own aspirations in relation to PE and this will be carried on after leaving in Year 4, with children continuing to participate for enjoyment or competitively. All children should be able to discuss the importance of a healthy

lifestyle and how this is achieved as well as developed skills that underpin life such as teamwork, sportsmanship, self-motivation, resilience and independence.

Differentiation and Inclusion

We enable children of all abilities to access our P.E curriculum. Teachers ensure inclusion in PE lessons through the application of the CSTEP principle (Communication, Space, Task, Equipment, People) - Appendix 1. Lessons can meet the needs of all pupils through adapting one or more elements of this principle e.g. pieces of equipment can make a task easier or harder. Additional scaffolding and resources are provided and changes to pedagogy or content are considered in consultation with the SENCO. Within the Get Set 4 P.E resource, differentiated guidance is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities to stretch pupils' learning are available when required.

Assessment

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include progression of skills document, progression ladders and knowledge organisers.

Monitoring and Reviewing

The planning and coordination of the teaching of PE is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, providing a strategic lead and direction;
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires;
- Reviews evidence of the children's work and observes PE lessons.

The quality of teaching and learning in PE is monitored and evaluated by the subject leader and is overseen by the curriculum leader.

Health and Safety

We recognise that participation in PE and Physical Activities contain an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. (Our school staff have access to and follow the guidance advised by AfPE "Safe Practice in Physical Education, School Sport and Physical Activity 2024" online resource.) Staff are aware of pupils who have special educational needs and medical requirements

with regards to physical activity and make provision for needs where appropriate e.g. physical disability, asthma.

Staff know about the safe practices involved in moving and using apparatus. Equipment and apparatus are stored safely at the end of each lesson.

Pupils wear appropriate clothing, remove jewellery and tie back long hair. (For guidance on jewellery in PE, please refer to the AfPE Health and Safety recommendations outlined in the “Safe Practice in Physical Education, School Sport and Physical Activity” online resource.)


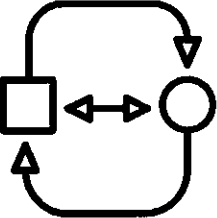
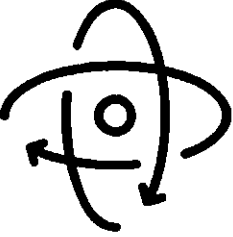


Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga.

Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in. Pupils are taught to consider their own safety and that of others at all times.

Teaching staff should be appropriately dressed to teach PE. We undertake Risk Assessments of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips.

Appendix 1:

A valuable tool to help plan and deliver accessible, inclusive and aspirational PE lessons for all learners is the C-STEP Principle. C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs.

<p>Communication</p> 	<p>Use the learner's preferred communication methods.</p> <p>Using key words/signs/symbols/simple language in our instructions can be a huge support to learners with poor receptive language and processing delays.</p> <p>Clear and precise names for strategies and techniques can support learners to acquire the knowledge they need to participate in the activity, e.g., clear names for rules.</p>
<p>Space</p> 	<p>Carefully consider the environment to ensure all learners can access PE lessons and sporting activities. By making adaptations to the physical environment and space, we can make all PE lessons inclusive for wheelchair users and learners with a range of physical needs.</p>
<p>Task</p> 	<p>Changes and adaptations can be made to activities and specific tasks to ensure all learners are able to participate fully. Adaptations can range from small, subtle changes when performing a skill through to larger modifications to the activity or sport itself.</p>
<p>Equipment</p> 	<p>The equipment we use can make a big difference as to whether a lesson is inclusive and accessible or not. By making modifications to, and sometimes changing, the equipment we use, we can ensure that all learners are able to participate, enjoy and experience success in our lessons.</p>
<p>People</p> 	<p>A key adult can model skills, break down activities into smaller steps and support with the repetition and over-learning of skills that can be so important for SEND learners.</p> <p>Peers can be a huge support in helping to motivate and model skills whilst ensuring a learner maintains their independence and doesn't become over-reliant on the support of a key adult.</p> <p>Learners working in mixed ability groups can provide aspirational role models and opportunities for the most able to develop their skills further through demonstrating and coaching.</p> <p>As learners' competence and confidence develops, the support being provided can be slowly reduced to enable the learner to participate more independently.</p>