



Physical Education Policy



To be reviewed: Summer 2026#

Rationale and Intent

At Dothill Primary School we recognise the importance of physical education to give our pupils the opportunity to be as physically active as they can be, in a safe and supportive environment. This enables our pupils to understand the importance of being physically active, building resilience and having determination to support them in practicing the skills needed to be successful in all areas of learning, life, and sports.

Our principle aims, following the National Curriculum in England for Physical Education are:

- For all pupils to develop competence to excel in a broad range of physical activities.
- For all pupils to be physically active for sustained periods of time.
- For all pupils to engage in competitive sports and activities.
- For all pupils to lead healthy, active lives.

The core of our PE curriculum is the National Curriculum for England, which is supplemented by the Twinkl Physical Education scheme. It is also supported by Telford and Wrekin Schools Sports Partnership who provide us with a range of sporting activities and opportunities outside of our school. With the support of TWSSP, we currently hold the platinum award for the school games.

The curriculum has been specifically sequenced in a logical progression to ensure that new knowledge and skills build on what has been taught before: Early Years to Year 6. This enables our pupils to know more and remember more. End points are clearly identified for each year group.

All children have access to a high-quality, ambitious PE curriculum that is both challenging and enjoyable and raises pupil's aspirations. We widen their horizons through a context rich curriculum, that gives purpose to their learning, through high expectations for every child to succeed.

Teaching and Learning

Our expectation at Dothill Primary School is that all pupils will be given the opportunity to progress in key areas of physical education, learning skills that build as they move through the school. These objectives are broken down into 6 key areas within our PE curriculum: dance, gymnastics, athletics, games, outdoor adventurous activities, and leadership in PE. The sequence of lessons throughout a unit develops the pupil's declarative and procedural knowledge for motor competence; rules strategies and tactics; and healthy participation. Our curriculum overview outlines which areas are being taught in which year groups, ensuring there is a clear progression in all key skills taught throughout the pupil's time at Dothill Primary School.

PE lessons are structured consistently throughout school. Each lesson will begin with a warmup where pupils will take part in an activity that will increase their heart rate to prepare the body for movement. Children will develop a good understanding of the importance of warming up and the reasons why throughout their time at Dothill Primary School. Once the children have warmed up, the new learning will be introduced, and children will talk about what skills are being taught in the lesson. There will be an emphasis on language and vocabulary during the teaching part of the lesson where children will ask and answer questions, developing their declarative knowledge. Once they have understood the learning objective of the lesson, they will take part in a practical activity. This practical learning will be the main part of the lesson where the children will spend most of their time practicing the skills they

have been taught with the support of their teacher and the guidance of their peers. This is where they build on their procedural knowledge. Within the lesson, teachers will provide timely, positive feedback to support learning and encourage pupils' confidence. Once the children have completed their activity or task, the class will re-join together to assess what they have learnt. We encourage the children to identify what went well for them in a lesson and what they think they need to improve on using key vocabulary and technical terms that have been taught in a lesson. The children then complete a cool down activity to help their body return to a resting state after physical activity. This can include stretching to help prevent sore muscles and lower their heart rate. A lesson will conclude with a self-assessment where the children will record how successful they felt they were.

Within the lesson, teachers check pupils understanding effectively and address any misconceptions swiftly. The curriculum is designed and delivered in a way that allows pupils to know more and remember more. Key skills and concepts are embedded in their long-term memory so they can apply them fluently across a variety of sports and physical activities.

Foundation Stage

The EYFS curriculum includes rich opportunities for children to be physically active and learn the key basic skills that children need to move through the school with. We support pupils' development and enable them to pursue happy, healthy and active lives from an early age. Our children in EYFS have 'Fitness Friday' where they spend the day in their PE kit and are physically active throughout the day, taking part in their structured PE lesson, as well developing their fine and gross motor skills through a range of indoor and outdoor experiences. The children have access to a range of quality sporting equipment in their sports hall along with a large outdoor space that is used to provide opportunities to be physically active. Throughout the whole of the Foundation Stage, the pupils will have opportunities to build and apply their Physical Education understanding both inside and outside. Their PE lessons focus on gymnastics, dance and games to ensure they are taught key skills to develop core strength, stability, balance, spatial awareness, co-ordination and agility.

Key Stage 1 and 2

Pupils in Key Stage 1 begin to build on these basic skills to develop their fundamental movement skills as they move up from their foundation stage. The children can access a broad range of opportunities to extend their confidence, ability, balance, competence, and coordination both individually and with others. The skills they are taught, allow them to engage and perform individually, cooperatively, and competitively, competing not only against themselves but against others too, helping them to improve their techniques. Planned lessons are delivered by teachers to develop the declarative and procedural knowledge for gymnastics, dance, multi-skills, athletics and invasion games using both the indoor sports hall and outside spaces.

Pupils in Key Stage 2 continue to develop and practice the skills they have previously learnt in Key Stage 1, building on their prior knowledge to apply them within game situations. They develop a broader range of skills, learning how to use them in different ways and link them to make actions and sequences of movement. The pupils are taught a range of games throughout Key Stage 2 and the children learn the skills, rules and tactics needed to successfully take part in a game where they compete against others competitively. The children learn how to play invasion games which include football, tag rugby, basketball, and dodgeball; net and wall games which includes tennis; and striking and fielding games which include cricket and rounders. They develop an understanding of the importance of communicating with others in game situations and learn how to evaluate the work of

their own and that of others. This enables them to recognise and identify their own success as well as identifying areas they need to improve on. Planned lessons are delivered by teachers to further develop the declarative and procedural knowledge for gymnastics, dance, athletics, and games using both the indoor sports hall and outside spaces. Pupils in Year 4 and Year 6 also take part in outdoor adventurous activities and swimming. Children in these two year groups attend a 10-week course of swimming where the aim is for all pupils to swim competently, confidently and proficiently over a distance of at least 25 metres using a range of swimming techniques and strokes. Children in Year 6 develop are given the opportunity to share what they have learnt by delivering lessons to younger children to learn about leadership in PE to help share their knowledge of physical activity and inclusive sports.

Curriculum Documents for Physical Education can be found on the curriculum pages of the school website:

<https://www.dothillprimaryschool.co.uk/key-information/curriculum>

- PE Curriculum Statement
- PE Curriculum Overview
- PE Progression Document EYFS/KS1
- PE Progression Document Lower KS2
- PE Progression Document Upper KS2
- PE Coverage Document

Planning

Every year group has a yearly curriculum map that outlines the key areas of Physical Education which will be taught throughout the year. This ensures that an adequate amount of time and coverage is allocated to each area with weekly PE lessons being taught in every class across the school from EYFS to Year 6.

Detailed medium-term planning supports teachers to plan a sequence of progressive weekly lessons and over time, giving the children time to master new declarative and procedural knowledge. Within this document, key objectives, questions, and vocabulary are also outlined. Progression documents for each area of PE are used to support the medium-term plan, to ensure that staff are delivering a consistent and challenging curriculum that builds on previously taught knowledge and skills.

Assessment

Assessment is woven throughout the curriculum and is used by staff to check pupil's understanding of key concepts. This supports with identifying gaps in knowledge and understanding, enabling teachers to respond appropriately. We also recognise the value of assessment as an important learning tool which provides opportunities for pupils to strengthen their memories through concerted effort.

Assessment tasks are used regularly (recall starters, rapid recall of knowledge, key vocabulary checks) in strengthening memory by providing children with the opportunities to 'struggle' and make a sustained effort in trying to retrieve information, the process of which strengthens their memory. It is through this effort within tasks that strengthens memory recall and creates the strongest connections in their learning. The children also complete a self-evaluation task at the end of their PE lesson to assess how successful they feel they were in their learning today. This provides the opportunity for children to reflect on their learning and set goals for future lessons.

Recording

Work and activities completed during PE lessons are photographed. These photographs are then added to a class book along with the learning objectives and sometimes a short blurb.

Resources

All PE resources and equipment are located and stored in the PE cupboard which can be accessed from the large hall. Equipment has been organised with labels on so that it is easy to access and find. All teaching staff have access to this cupboard to ensure they can get what they need to teach their lesson. Staff members should then return the equipment correctly when finished with them. No children are permitted to access the PE cupboard, with the exception of sporting ambassadors when they are accompanied by an adult. The PE subject lead will monitor this to ensure the cupboard stays organised, safe and easy to access. In addition to our sporting equipment, there are also books linked to a range of sporting activities that can be found in classroom book areas for children to access and read at their leisure.

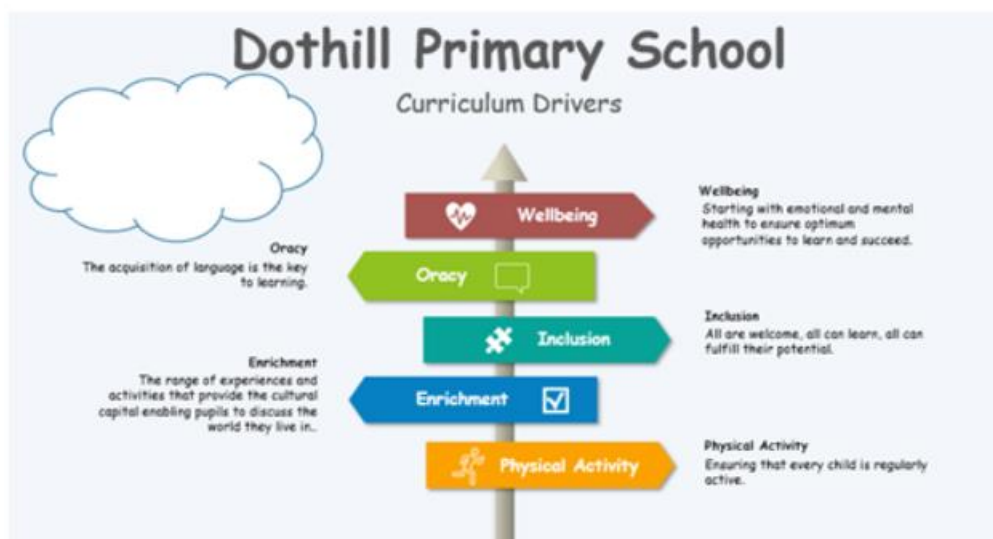
Role of the Subject Leader

The role of the subject leader is to:

- Audit, identify, purchase and organise all PE resources ensuring that they are readily available and well maintained.
- Document and review the agreed ways of working through a written policy document and scheme of work
- Advise and support staff in the planning and teaching of physical education and developing their PE subject knowledge.
- Monitor the teaching and learning of PE through learning walks, work scrutiny, the monitoring of planning and pupil voice.
- Monitor outcomes for pupils and track pupil progress.
- Use feedback from monitoring to develop an action plan for the subject with realistic and developmental targets.
- Report to SLT and Governors
- Organise a range of extracurricular sporting events and competitions, offering all pupils the opportunity to participate.
- To work with Creating Active Schools to ensure we are providing all children at least 30 minutes of physical activity a day.

Curriculum Drivers

At Dothill we have five curriculum drivers that are central to our school vision and ethos. They help to drive and shape the curriculum and are incorporated across all subjects and themes.



Enrichment - A range of visits or visitors into school are planned across the curriculum. These are organised by teachers, in order to offer a range of experiences that help to broaden the understanding of curriculum content, enrich the curriculum delivery with real-life experiences and most importantly help the children embed and retrieve their learning. In PE, enrichment includes giving our pupils the opportunity to take part in a range of sporting competitions outside of school.

Wellbeing - We place emphasis on a curriculum that develops the whole child. Through our core values – happiness, respect, responsibility, creativity, honesty, enthusiasm, confidence, kindness, cooperation and fairness – we ensure that the wellbeing of all members of the community is at the centre of our life in school and the key to raising academic success. Our children gain a sound knowledge of their own value and purpose, with the ability to make choices and decisions. Physical education and physical activity both contribute to pupils' wellbeing in a variety of ways. We give children the opportunity to experience a variety of sports, active learning, and active breaks throughout the day to help them develop a love of sport and physical activity. Calm Brain is something else that is used daily within the children's classroom to support them with focus, wellbeing, and self-regulation.

Oracy – Our curriculum aims to develop learners who can think critically, reason together and have the vocabulary to express their knowledge and understanding. In Physical Education oracy is developed through the use of key vocabulary and questioning during lessons. A key area of the pupils' learning is to be able to assess and evaluate their own performances and those of their peers. Developing language and vocabulary during PE lessons enables the children to be able to successfully achieve this area of their learning. In addition to this, by using and referring to Physical Literacy in our teaching, we are giving our pupils the opportunity to also develop their engagement, competence, and confidence in their learning.

Physical activity – Sport England Survey shows that active children are happier, more resilient and more trusting of others and it's also shown a positive association between being active and higher levels of mental wellbeing, individual development and community development. At Dothill we build physical activity into the school day to provide children with the 30 minutes of activity they should be receiving outside of their PE lessons. We have been working with 'Creating Active Schools' and have a wide range of movement opportunities built into our day. The children in KS2 take part in The Daily Mile every day with their teachers and the whole school use Calm Brain daily within their classrooms

to provide children with regular movement breaks. We have a team of children called our 'Jumping Jaxx' that spend their playtimes providing games to play for the rest of the pupils on the playground. We have music playing for the children to dance to when they are outside and a clean up crew that move around the playground at lunch time to ensure it is clean, tidy and safe.

Inclusion – All pupils participate in Physical Education. Each learner is an individual and we use a child centred approach to adapting our teaching to meet their need.

We make the following adaptations to the curriculum to ensure all pupils needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, visual cues to accompany verbal instructions.

We use the NASEN 'Teacher Handbook: SEND' (2021) to further inform our inclusive practice by considering specific adaptations for each curriculum area.

Spiritual, Moral, Social and Cultural Development

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Through our PE curriculum, we aim to provide pupils with opportunities to explore and develop their own values while developing a positive and caring attitude towards others. Physical Education offers opportunities for pupils to develop an understanding of their own self and their morals, building the social skills needed to engage and participate in activities involving teamwork.

Spiritual development in PE - Children are given the opportunity to participate in a range of activities where they can develop a variety of skills and a sense of enjoyment for an activity or sport. From this enjoyment, they can learn about themselves and others around them, understanding how to use their imagination and creativity in their learning to help express their own experiences, feelings and emotions through performances and activities.

Moral development in PE - Children have the opportunity to understand how PE can influence their healthy living and lifestyle. They are taught to respect their peers, teammates, and opponents through applauding the opposition, demonstrating teamwork, and playing fairly. They are taught the rules to play a range of sporting games and the importance of abiding by these game rules to understand what fair play is. We teach our children to encourage and support others, showing good sportsmanship during lessons. We not only recognise it is important to show respect to our teammates and peers, but also the equipment we use during our lessons.

Social development in PE - We provide children with the opportunity to work as a team through a range of activities during their lessons to help them develop their social skills. We teach them to show willingness towards sports and activities, providing them with opportunities to participate in sporting events and competitions both inside and outside of school to support the development of social skills with others. We have a focus on communication when participating in sporting games and activities,

supporting us to grow a sense of community in both PE lessons and after school clubs. Building a sense of community with our children allows them to not only celebrate sporting success inside and outside of school, but participation too.

Cultural development in PE - Children are given the opportunity to learn games and dances from different cultures and traditions, including their own. We teach children to appreciate the differences between male and female roles within sports and support children in learning about athletes from around the world, allowing them to find their own sporting role models. We encourage children to develop a willingness to participate in PE lessons, both inter and intra competitions and a range of sporting opportunities that help to develop a positive attitude towards competing with and against a range of people from local communities and around the country. This often means that our children are absorbing themselves into different cultures and learning respect. We teach children to learn which sports are national sports of different countries and share World Cups and Olympic Games in school.

Use of ICT

Information and communication technology enhances the teaching of physical education wherever appropriate in all key stages. ICT allows children to research and explore a range of sporting athletes on laptops and ipads to support them with finding sporting role models from around the world, inspiring them and promoting a healthy lifestyle. There are a range of websites and video links such as Joe Wicks Workouts and Cosmic Kids Yoga that can be used to help promote physical activity both in school and outside of school for all children. Ipads are regularly used by staff to photograph practical tasks during PE to evidence the learning that takes place during lessons. The Ipads can also be used as timers for a range of activities and games during a PE lesson.

Online Safety

As part of our commitment to safeguarding, online access during lessons is carefully planned for and monitored. Pupils may use specific content, videos, models, images on the computer. These will be carefully selected by the teacher to ensure that they are appropriate and safe. SENSO software is used across school to monitor and manage computer activity on any computer device.

Equal Opportunities

Equal opportunities are considered when we decide upon the teaching strategies that we employ and the resources that we provide. In our curriculum planning we ensure that all pupils, with due respect to their culture, religion and background, have equal access to all areas of the curriculum, extracurricular activities, all areas of the grounds, equipment and resources, the staff and time to contribute to whole class and group work.

Impact

The impact of our PE curriculum is that:

- Pupils understand the importance and positive benefits of being physically active.
- Our pupils engage in regular physical activity.
- Our pupils enjoy being physically active.
- Our pupils are being given the opportunity to be physically active outside of PE lessons for at least 30 minutes a day.

- Physical activity is high profile around the school, and it is listed as one of our curriculum drivers.
- Our pupils know what safe and effective movements look like in specific activities and can perform them.
- Our pupils know the rules, strategies and tactics in specific activities and can perform or apply them in a range of games.
- Our pupils have a good understanding of what health and fitness means.
- Our pupils work hard as a team to achieve their goals.
- Our pupils have a positive attitude towards competitions.
- Our teachers are confident and knowledgeable about PE.
- Our teachers are actively encouraging and supporting children to be active during the school day.