



Physical Education (PE) Policy

July 2026

Approved by the Governing Body Strategy Group 08/07/26

This Policy is due for renewal in Term 6
2027–28

PHYSICAL EDUCATION (PE) POLICY

OF

GODINTON PRIMARY SCHOOL

SECTION ONE: INTENT (as displayed on our school website)

At Godinton Primary School, we deliver a broad, balanced and progressive curriculum, designed to be inclusive for all children. This develops the knowledge, skills and capabilities necessary for mental, social, emotional and physical wellbeing in our children now and for their future. With a curriculum that focuses on games, athletics, gymnastics, dance and outdoor adventurous activities breadth and balance is provided giving all children ideas and interests to pursue outside of school and which will enhance life-long fitness, inspiring children to continue participating in sport and physical activity into adulthood.

Children learn basic skills and specific aspects linked with each sport before taking part in games and are given opportunities throughout the year for competition, team work and self-assessment. Gymnastics lessons enable children to develop gymnastic sequences and skills as floor work or on larger pieces of apparatus. Dance lessons allow children the opportunity to explore their personal and spiritual identity and to respond to different types of music such as jive, disco or classical. So whether the children have aspirations to play for England or appear on Strictly, our curriculum offers suitable variety.

Physical fitness is extended into aspects of daily school life, not just isolated in PE lessons. As an active OPAL (Outdoor Play and Learning) School, children have a wide range of activities which encourage the children to be physically active at lunchtime. This can include, football, climbing, scootering, playing basketball to digging and building shelters.

As part of our Guiding Stars curriculum, P.E is the leading light subject for ‘**Personal Best**’.

Within our PE curriculum, the children will respond to challenges and try to exceed their own expectations. The children learn to identify where their strengths lie and the areas they need to improve. They try to push themselves a little bit further and often out of their comfort zone. They explore the best ways to make these improvements, looking at what and who might be able to help them. The children start to understand what goes into building sporting success and how athletes have made their achievements. They learn that if they aim for the Moon, they might just reach the stars.

SECTION TWO: TEACHING AND LEARNING STYLE

2.1 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.
- changing the space by decreasing or increasing the area in which a task is performed.
- Every effort is made by the school to ensure equal access to the PE curriculum for all pupils and reasonable modifications are made when required.

SECTION THREE: CURRICULUM STRUCTURE AND PLANNING

3.1 Our Curriculum implementation is below. This information is also provided on our school website:

At Godinton Primary School, we have designed our curriculum to ensure that it is varied across both Key Stage 1 and 2. All pupils receive at least two dedicated PE lessons each week using our vast outside space (field or playground) or school hall. This also includes a 6 week Forest School block every academic year.

Our PE curriculum is sequenced to ensure progression of knowledge and skills throughout a child's primary education, thus enabling children to build upon prior experiences and apply these fluently, with confidence.

Children take part in a range of invasion, striking & fielding or net & wall games. We promote imagination and creativity in gymnastics and dance as well as provide

opportunities for athletics using both indoor and outdoor environments. Outdoor and adventurous activities are also included in our curriculum. Swimming lessons are also offered to all children in Year 3 to enable them to become confident in the water and develop competent stroke technique.

Inter and intra sports competitions are a valuable part of the school PE curriculum. Although we value and enjoy the competitive nature of sport, we also appreciate and encourage the importance of children 'having a go' and promote positive experiences of being physically active and not always participate to win. We have an inclusive approach and value the importance of physical and mental well-being.

A wide range of after school clubs are offered to our pupils at Godinton Primary School and attendance at afterschool clubs is very good. In addition to after school clubs run by our school staff, we have a number of external club providers that increases the provision available to our children this includes gymnastics, football and Irish dancing.

3.2 A curriculum plan is in place to ensure skill progression and curriculum coverage across both key stages and is available on the school website. The long-term plan maps both the Outdoor and Indoor PE units taught in each term during each key stage. For Key Stage 1 the planning provides progressive lesson plans for particular skill areas, without the need to focus on a specific sport, this encourages increased confidence and coordination during all physical activities. In Key Stage 2 we ensure that we teach a series of lessons on a particular sporting area and key elements within that area, in order to enable children to develop specific skills e.g a six week unit on gymnastics focussing on change of shape.

3.3 Class teachers plan using PE scheme that we have implemented in KS1 and KS2 as the basis for their weekly planning. The scheme provides clear objectives for each lesson and provides teachers with lesson details in order to teach the objective. Teachers annotate any amendments made to these plans.

SECTION FOUR: FOUNDATION STAGE

4.1 The EYFS framework is structured very differently to the National Curriculum and it is organised across seven areas of learning. Our EYFS PE Curriculum is designed around the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters document. In EYFS, Physical Education falls within Personal, Social and Emotional Development, Physical Development and Expressive Arts & Design areas of learning.

It is our aim that when children at Godinton Primary School finish their first year of

school and move into Year 1, they will be able to:

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Explain the reasons for rules, know right from wrong and try to behave
- Manage their own basic hygiene and personal needs, including dressing.
- Work and play cooperatively and take turns with others.
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

SECTION FIVE: CONTRIBUTION OF PE TO OTHER CURRICULUM AREAS

5.1 English

PE, especially Dance, contributes to the teaching of English in our school by encouraging children to discuss the starting points for their work. They have the opportunity to compare ideas and approaches in their own work and that of other children, and to say what they think and feel about them. Children also have opportunities to evaluate their own work and the work of their peers.

5.2 Personal, social and health education (PSHE)

PE contributes to the teaching of personal, social and health education. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

5.3 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

SECTION SIX: TEACHING PE TO CHILDREN WITH ADDITIONAL EDUCATIONAL NEEDS

6.1 We teach PE to all children, whatever their ability, as PE forms a key part of the school's Curriculum Policy to provide a broad and balanced education to all children.

Teachers provide opportunities in PE that are matched to the needs of children. including those with physical disabilities and adaptations are made to ensure the inclusion of all in lessons. Advice may be sought from outside agencies to help identify ways in which adaptations can be made. Some work in PE takes into account any individual targets set for individual children, for example, delivery of the Fizzy programme which aims to develop gross motor skills.

6.2 Children are identified as talented in PE based on observation of their skills or knowledge of achievements outside of school. These children will be challenged through the content of their lessons or may participate in additional activities or inter school competitions.

SECTION SEVEN: ASSESSMENT AND RECORDING

7.1 Teachers provide feedback to the children on a regular basis and throughout the lesson (see marking and feedback policy)

7.2 Summative judgements shall be provided twice a year by class teachers. These judgements will be logged on Arbor. The teacher assesses against key curriculum and provides a 'best fit' for each child, i.e. whether they are working below age-related expectations, at age-expected or are exceeding the age-related expectations. This data is recorded on Arbor.

7.3 The PE subject leader will analyse this data and will use this to inform the other teachers as to how the children in school are progressing from year to year.

7.4 At Godinton Primary, we issue two pupil reports per academic year. Effort in PE is reported to parents twice per year with pupil attainment shared with parents in the Spring and Summer reports.

7.5 The PE subject leader displays photographic evidence of children's sporting achievements on a board in the school corridor. Sporting achievement, both within school and external, are regularly celebrated in school assemblies.

SECTION EIGHT: RESOURCES

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE stores, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities and the local private school swimming pool for swimming lessons in Year 3.

SECTION NINE: FUNDING

Funding for Physical Education will be within the school budget plan for each financial year. Currently, the Government are reviewing the structure as to how top-up PE and Sports funding will be allocated.

SECTION TEN: HEALTH AND SAFETY

10.1 The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. In KS1, the children wear their PE kits to school on specific PE days and children in KS2 change for PE into the agreed clothing for each activity area. Teachers set a good example by wearing appropriate clothing when teaching PE and changing back in to normal clothing when practical. The school's policy is that no jewellery is to be worn for any physical activity.

10.2 Children are expected to have their PE kit in school on PE/games lesson days. Children can only participate in PE if they have suitable attire to allow them to complete the particular activity safely. If this is not the case, they must not participate in the activity. The exception to this is the Fitness in fifteen sessions, which children participate in dressed in their day-to-day school uniform.

Indoor activities will generally be carried out in shorts, t shirts and plimsolls. Children will not wear training shoes for indoor PE activities such as gymnastics or dance. Children may wear trainers for activities such as badminton or volleyball. When using gymnastics apparatus, children should be barefoot unless there is a specific medical reason for them to wear suitable indoor footwear. They must also wear close fitting clothing and must not wear training bottoms. Teachers must use their judgement in this matter. Some of the older girls in particular may wish to wear close fitting cycling shorts under their normal shorts, for modesty sake. If the clothing in question does not compromise the safety of the child, if it will not snag on equipment for example, then it may be allowed.

When participating in outdoor games in winter, the children are allowed to wear sufficient layers of any clothing which will keep them warm, providing that it does not compromise their safety in any way. This may also include hats and gloves if they so wish and the teacher feels it to be acceptable. Trainers or plimsolls must be worn for outdoor games.

If children forget their kit then they will observe the taught session and they will be involved in the lesson in alternative ways. This may include coaching others and offering advice on improving techniques, or refereeing and officiating. Staff monitor that children do not regularly fail to participate in PE lessons due to forgotten kit and will contact parents should they feel that a child has missed a significant number of sessions.

In order to participate in any PE activities, children must remove all loose jewellery such as watches, bracelets and earrings etc. In the case of body piercings, the children must either remove the piercings from their body prior to the activity or prior to attending school on the day in question.

SECTION ELEVEN: EXTRA CURRICULAR ACTIVITIES

11.1 The school provides a range of PE-related activities for children both before school and at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and, through the Kent Schools Games programme, is giving a wider age range of children the chance to compete inter-school in an ever-expanding list of sporting activities. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

SECTION TWELVE: EQUALITY, DIVERSITY AND INCLUSION

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

SECTION THIRTEEN: CHILDREN IN CARE

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. To this end staff will ensure that in delivering the curriculum they set suitable learning challenges of CIC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC. The PE coordinator will support staff in doing this within this subject.

SECTION FOURTEEN: MONITORING AND REVIEW

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves

supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.