



WITHNELL FOLD PHYSICAL EDUCATION POLICY **2025**

This policy has been formulated with the ethos and commitment of the school's mission statement in mind:

Reaching potential

Rising to challenges

Respecting all

Current subject leader : Mr K Rothwell

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1. Introduction

The purpose of this document is to aid teaching and non-teaching staff in the planning, teaching and assessment of Physical Education throughout the whole school in order to provide each child with quality learning throughout their time at Withnell Fold Primary School.

2. Rationale

All school policies form a corporate, public and accountable statement of intent. As a primary school it is very important to create an agreed whole school approach of which staff, children, parents, governors and other agencies have a clear understanding. This policy is the formal statement of intent for P.E. It reflects the essential part that P.E plays in the education of our pupils. It is important that a positive attitude towards P.E is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement. The policy also facilitates how we, as a school, meet the legal requirements of Education Acts and National Curriculum requirements.

This statement of policy relates to all pupils, staff, parents and Governors of Withnell Fold Primary School.

3. Aims

Our aims underpin the need to foster self-esteem and to ensure that every child develops a healthy and enthusiastic attitude towards P.E.

We aim to provide the pupils with a Physical Education curriculum which will allow:

- The full participation of all pupils in a broad and balanced programme of activities which is accessible and challenging.
- The implementation of a scheme of work based on the National Curriculum using the 'Lancashire Scheme of Work 2020' (recently added to the Lancashire PE assessment App).
- To supplement National Curriculum requirements with additional programmes when appropriate. E.g. before / after school clubs / residential visits.

Our aims in teaching Physical Education are:

- To teach children to be active and to gain a sense of enjoyment in the widest possible range of physical activities appropriate to their age and development.
- To allow children the opportunity to make decisions about their work and act independently.
- To give scope for the children to reflect on their own work and improve it.

- To lead children to an understanding of why exercise is a crucial part of healthy living.
- To give the children the opportunity to understand safe principles and to apply them according to age and maturity.
- To give opportunity for the children to develop positive attitudes to themselves, others and the environment including working together and competitively.

4. Scheme of Work

The school has adopted and follows the 2020 'Lancashire Scheme of Work'.

The teacher's lesson plans are provided as a guide for planning and should be annotated from the Lancashire PE assessment App to suit the needs of specific classes.

Swimming lessons are provided for Years 3 and 4 for one hour per week for the full academic year.

All pupils are currently taken to St. Chad's school gymnasium on a weekly basis throughout the Autumn and Spring terms to undertake indoor PE. This is due to a lack of space and facilities within school.

Year 5 & 6 pupils are able to attend a residential visit (every other year) as part of a team-building / adventure / outdoor pursuits experience. They participate in a variety of physical activities which are taught and supervised by qualified staff. Although attendance is voluntary, it is expected that every child will take part.

Children also attend a different outdoor pursuits centre each academic year within their classes which is paid for or subsidised by the Sports Premium Grant. This is annually evaluated based on Government funding plans / changes and other targeted PE developments.

Withnell Fold is committed to the Chorley School Sports Partnership and receives additional coaching / support for the children and staff as appropriate.

In line with the National Curriculum for PE (2014), children in Key Stage One will be 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.

Children in Key Stage Two will be 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.
- swim competently, confidently and proficiently over a distance of at least 25 meters.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] .
- perform safe self-rescue in different water-based situations

5. Assessment and record keeping

Assessment is regarded as an integral part of teaching and learning and is a continuous process. It is the responsibility of the class teacher to assess all pupils in their class. We strive to make our assessments purposeful, allowing us to match the correct level of work to the needs of the pupils and to plan further work, thus benefiting the pupils and ensuring progress.

The 'Lancashire Scheme of Work' allows for ongoing assessment as well as assessment of the 'core tasks' which provides the whole school with a structured and consistent assessment procedure.

Assessment in Physical Education can be carried out in the following ways:

- Self assessment – encouraging the children to reflect upon their own work and thinking of ways to improve (in groups or individually). This may be through photographs or videos where appropriate.
- Peer assessment – encouraging the children to evaluate the work of their class mates and offering ways to improve (in groups or individually).
- Informal feedback – the teacher / other adult feeds back to individuals / groups during the lesson / task.
- Assessment of 'Core Tasks' based on key objectives.
- Members of Chorley SSP completing assessments – eg; AG&T and Key Stage 1 moderations.

Staff at school are also developing their use of digital technology to support and evidence assessment which is available via the Lancashire PE App.

6. Role of the Subject Leader

The P.E subject leader is responsible for managing P.E throughout the school. This includes;

- Ensuring continuity and progression from year group to year group.
- Providing all members of staff with guidelines and a scheme of work to show how aims are to be achieved and how the variety of all aspects of P.E are to be taught.
- Advising on in-service training to staff where appropriate. This will be in line with the needs identified in the School Development Plan.
- Advising and supporting colleagues in the implementation and assessment of P.E throughout the school.
- Assisting with the requisition and maintenance of resources for the teaching of P.E (Within the confines of the school budget.)
- Monitoring and evaluating the teaching and learning of P.E through:
 - Lesson observations.
 - Monitoring of planning.
- Writing a yearly action plan to focus and prioritise the needs and future developments of P.E throughout the school.
- Ensuring that the equipment is safe.
- Developing any opportunities to improve the facilities or practices that can be accessed on site or within the local area.

7. Adaptive Teaching

Activities will be provided appropriate to the level at which the child is currently working. Children will usually work in mixed ability groups and due to being a small school, some classes will be taught in mixed year groups. Sometimes the teacher may

ask different groups of children to work on different tasks according to ability. Teachers are mindful of the ability of the children when planning programmes of work

8. Equal Opportunities

We incorporate PE into a wide range of cross-curricular subjects and seek to take advantage of multicultural aspects of PE e.g. cultural dance etc.

All children have equal access to the curriculum regardless of their gender, race, age and ability / disability. Some children may require adaptations to tasks dependent on their ability.

9. Uniform / Health & Safety

Pupils are expected to keep their PE kit in school. This consists of the new school red t-shirt and shorts for dance and gymnastics (depending on the floor surface – trainers / pumps may need to be worn). For outdoor activities, children should wear shorts / tracksuit bottoms, white t-shirts, trainers and sweatshirts (weather dependent). Swimming kit should include trunks and towel for boys (shorts are not permitted) and a one piece swimming costume and towel for girls. Goggles will be permitted upon written advice from Parents / Carers.

Teachers are sensitive to children growing up and make arrangements for boys and girls to dress and undress separately where appropriate.

Jewellery is not to be worn for PE as this may cause unnecessary health and safety issues. Long hair must be tied back.

Children who have recently had their ears pierced must take them out independently.

All staff undertaking the delivery of PE must ensure that a risk assessment of equipment and pitch is carried out prior to any lesson or match and they must ensure that all sporting activities are supervised by suitably qualified staff. Staff must be dressed accordingly.

External providers

To increase opportunities and numbers participating in extra curricula sport sports coaches may be sourced to complement the work of the PE teacher in delivering sport and physical activities. All visitors/coaches are expected to have an up to date CRB/DBS and provide this with photographic I.D (passport/driving licence) on arrival for their first coaching session. They must hold qualifications of Level 2 (or above) in the sport they are delivering (see updated Lancs policy for further details on this). All coaches must sign in at reception.

This policy was agreed by Governors in February 2025
Review Date – Feb 2027