



Physical Education Policy

September 2026

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1. Introduction

The objective of this policy is to give direction to staff with regard to providing a sufficiently broad and challenging Physical Education (PE) curriculum, ensuring that teaching and learning in Physical Education is of a consistently high standard. All children will have the opportunity to undertake Physical Education throughout their time at Firs Primary School. The teaching of Physical Education is planned to ensure a progression of knowledge and skills across the foundation and primary phases.

This policy has been written by the PE co-ordinator to provide a clear and structured guide on PE at Firs Primary School. The policy works alongside promotion of healthy schools.

2. Aims (Intent)

At Firs Primary school, we are committed to providing all children with a range of learning opportunities to engage in Physical Education. We promote and encourage active and healthy lifestyles through high quality teaching of physical skills, physical development and knowledge of the body in action. Physical Education builds confidence, perseverance, team spirit, positive competitiveness and organisation. We deliver a programme of PE that builds fitness, improves strength and teaches children the rules of games.

PE lessons are delivered using the Schools Sports Partnership scheme which allows all children to gain a sense of achievement and develop positive attitudes towards themselves and others.

We aim to develop a love of PE through the delivery of high-quality PE lessons. As PE is an active lesson, it can positively impact children's health. PE has the ability to inspire all children, encourages communication and breaks down language barriers.

3. Organisation (Implementation)

The national curriculum for physical education aims to ensure that 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

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should 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

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should 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

Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

Physical Education Curriculum Organisation

- All classes have PE timetabled each week, where they make use of the playground/hall to deliver high quality activities and structured PE lessons. We also promote additional

opportunities for children to be active throughout the day such as yoga, active brain breaks and dance. These lessons are supported by an inhouse sports coach.

- All children will have a balance between indoor and outdoor PE, through the use of the two indoor halls and playground facilities.
- Through high-quality planning using Schools Sports Partnership, our staff deliver engaging, high-quality PE lessons. This supports staff with their confidence when delivering PE lessons.
- Swimming lessons are provided to all year 3 children by qualified swimming instructors.
- Staff regularly provide additional opportunities for extending the PE curriculum through lunchtime and afterschool sports clubs. These are led by a qualified sports coach. Lunchtimes activities are run by the sports coach, an apprentice sports coach and external sport coaches to provide opportunities for children to participate in a range of physical activities during unstructured times.
- Through the Derby City Schools Sport Partnership link, the children are all given regular opportunities to participate in out of school competitive sporting activities.
- PE has been carefully mapped throughout the school, with a clear focus on the progression of skills and vocabulary across year groups.
- PE lessons may be delivered by; class teachers, qualified teaching assistants or sports coaches.
- Year 6 have their orienteering outcomes provided at Lea Green.
- Quality CPD opportunities are provided throughout the year to support staff to deliver high-quality PE lessons.

Outcomes in PE

Our PE outcomes centre around the progression of skills through the national curriculum and are assessed half termly at the end of a unit. Children are assessed under four headings: below, working towards, expected or exceeding.

4. Resources

Any information about physical education/activity in our school is shared on our PE notice board/display in the junior hall.

In addition to this, the rules of certain games are displayed for the children to see in the playground during playtimes and lunchtimes.

All staff are aware of all the equipment stored in school. They are aware of where to store equipment, and all resources are labelled and organised. The PE coordinator regularly checks the maintenance of equipment and is responsible for ordering new equipment when necessary.

5. Inclusion

- Class teachers ensure that spare PE and swimming kit is available for any circumstances where a child does not have their own in school.
- Lessons provide good quality experiences that are suitably challenging for all pupils.
- Children undertake different activities, but all are given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained, and expectations will consider the individual needs of pupils.
- All children will be given the opportunity to participate in the experience of competitions.
- For any gifted and talented children, or those with a particular interest in PE, the opportunity to become a mini leader during playtimes and lunchtimes to deliver physical activities to their peers is available.
- Care is taken to ensure that any SEND or catch up interventions are timetabled to ensure that children are never routinely or frequently missing PE.

6. Assessment and Recording of Work

Children are assessed half termly against the key skills. All teaching staff have access to the assessment tool document on the school's learning platform.

Photographs from PE lessons are recorded in Whole Class Topic Books each half term and there are displays around the school.

Children are encouraged to work collectively and cohesively to improve their performance and to earn class dojos.

7. Monitoring, Review and Responsibilities

Monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE Coordinators. 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.

The PE Coordinators monitor the quality of teaching and learning, progress and attainment in PE through; monitoring of whole class topic books, pupil and staff voice, lesson observations and analysis of the data which is completed on the relevant assessment grid at the end of each half term.

The PE Coordinators write an annual action plan in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement.

8. Continuing Professional Development

Training will be arranged as and when deemed necessary by the PE Coordinator in response to subject monitoring. In addition to training from external providers CPD may include; signposting to online resources to support subject knowledge, modelling lessons and 1:1 staff coaching.

9. Health and Safety in PE

We follow strict guidance from the afPE Safe Practice in PE Handbook to ensure that all PE lessons are delivered safely. The PE co-ordinator and Senior Leadership Team are responsible for Health & Safety/ First Aid and have written a clear risk assessment. They ensure that all staff have seen and signed relevant documentation.

- There is a strict jewellery policy throughout school, with particular focus in PE. All children should remove jewellery prior to PE, by, if for any reason, children are unable to remove jewellery, they will wear appropriate adaptations to ensure jewellery is safe (e.g. tape earrings, wear sweat bands for bangles).
- All children change into clothes that are different to their school uniform (although children in the EYFS initially start the year by removing shoes and socks for PE).
- Just as we expect all children to change for PE, all staff are expected to wear suitable clothing to deliver PE.
- Two classes change for PE at a time, with boys and girls changing in different rooms in Key Stage 2 (there is an option for identified children to change in alternative rooms when necessary).
- There are annual maintenance checks and inspections of storage of equipment from external health and safety provider.
- We believe that, from a young age, children are able safely move and handle equipment as long as they are given the appropriate support and high-quality guidance from teaching staff.
- All staff are aware of all fire procedures, wherever they are on the school grounds.
- All staff in school are qualified first aiders and are aware of how to report and deal with any accidents and incidents.
- When any offsite activities are planned, a risk assessment is completed with consent and relevant medical details of the children involved.
- The school has a Swimming Pool Procedures Risk Assessment, which is adapted where necessary to meet the needs of individual children.

10. Extra-Curricular Opportunities for PE

We provide children with additional opportunities to participate in physical activity that is additional to their core PE curriculum entitlement. These include:

- Sports-based after school clubs
- Lunchtime clubs

- Boxing club for identified pupils
- Participation in competitions and sports festivals

To encourage physical activity during playtimes and lunchtimes the staff also provide a range of activities in zoned areas on the playground. There are enhanced opportunities throughout the year from external providers each of these are coordinated by the sports coach.

During the summer term, all children are involved in a whole school sports day, which takes place on the school playground for KS1 and a local school field for KS2. Children compete in a variety of activities to win points for their House team. The winning house is celebrated and a trophy is awarded.

We are currently working towards the Gold Active Mark Sports Award.

11. Review and Adoption

This policy will be reviewed annually and was last reviewed by the PE team September 2026.

Further Documents: Please find a summary of our primary PE and sport premium funding on our website.