



## Stanford in the Vale Primary School PE Policy



At Stanford in the Vale, we recognise the importance of physical activity in providing children with a broad and balanced curriculum.

We believe high quality PE and sport plays a unique and fundamental role in the physical and mental well-being of all pupils.

### What do we want our PE teaching to achieve?

#### Intent

At Stanford, it is our intent that all children will have an understanding of what a healthy lifestyle is and they will develop an enjoyment for sport through learning different skills and receiving high quality teaching.

We recognise the importance of offering a range of activities and sports to appeal to everyone.

To ensure children develop the schools Christian values and uphold these when taking part in physical activity. Love, Hope and Community. These are important qualities for children to develop through sport and competition.

We want to inspire each child to have a greater understanding of their own physical capabilities.

Enable them to experience a sense of achievement and enjoyment through physical activity.

Each child's unique gifts are recognised and nurtured in order to prepare them to be educated with the knowledge to become successful citizens in a global world.

#### EYFS

Physical development will be encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers.

Pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future P.E. lessons. Particular areas of focus will include movement, balance and the use of P.E. equipment, including gymnastic apparatus, floor mats and sporting equipment, such as bats and balls.



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Pupils' physical development will relate to the physical development objectives of the early learning goals (ELGs), which are set out in the DfE's 'Statutory framework for the early years foundation stage', including:

- Demonstrating strength, balance and coordination when playing.
- Negotiating space and obstacles safely, with consideration for themselves and others.
- Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Participating in physical activities which enhance fine motor skills.

All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.

The National Curriculum aims to ensure that all pupils in KS1:

- 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.

And in KS2:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate 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

- 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.



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- All areas of activity will involve pupils in the continuous process of planning, performing and evaluating, safety, health related exercises and working with others.

### **Implementation**

#### **How we will achieve this.**

PE at Stanford is implemented following the curriculum map that has been produced to recognise the progress that is achieved across the school. The curriculum map sets out the breadth of study and the progression of knowledge and skills.

Knowledgeable and well trained staff can teach and assess the full range of PE activities.

Skilfully designed lesson sequences which allow pupils to develop skills and knowledge over time - following a new scheme of work and progression documents.

Energetic and engaging lessons where the level of challenge meets the needs of all children.

Adult role models who project a positive image of PE and sport and actively model the schools vision of working together, achieving together.

#### **Increasing pupil involvement**

We seek to provide enrichment experiences beyond the content of standard PE curriculum, so every child can find their passion ie. street dance, cheerleading.

Sports leaders in each school lead active playtimes and develop opportunities for school-level competition. The leaders also take part in a leadership course giving them the necessary skills to lead and influence their peers.

Change4life club set up to target non active children within the school.

Opportunities for all children to take part in wide range of competitive inter-school sport events.

Planned intra-school competitions

We promote and sign post talented children to outside agencies/ groups.



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### **Assessment**

Assessment will be mainly through teacher observation, but will include the general observations of other adults, information collected from the pupils, and where appropriate, written parent and carer permission, photographs & video evidence.

The subject coordinator is tracking progress throughout the year.

The subject coordinator will gain pupil voice comments as well as discussions with teachers to continually assess the children's progress and impact of the curriculum.

A report on the areas covered and pupils progress against national expectations is sent to parents/carers at the end of the academic year.

Teacher will assess the children at the beginning and the end of each unit taught. The co-ordinator will then use these to track progress.

### **Impact**

#### **How do we celebrate success?**

All sporting achievement is recognised and celebrated across the school, whether it comes from school participation or out-of-school events. We recognise that young people have different talents and passions and we aim to encourage and support this diversity.

Opportunities for celebration include:

- In-school celebration assembly which recognises the achievements of pupils in PE and sport - their skills, talent and sporting attitudes
- Regular competition reports in school newsletters/ websites/notice boards

#### **What is the life-long legacy we are aiming for?**

- All pupils to leave school with high aspirations for what they are capable of and an enthusiasm to develop further.
- All pupils to be able to identify what they enjoy about sport and to recognise the positive impact it has on their physical and mental well-being.



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- All pupils are physically literate and have the fitness and confidence to try new sports because they recognise that skills can be developed and improved.

### **Health and Safety**

All staff will implement the following health and safety guidelines.

### ***Dress Policy***

- Members of staff, will change their clothing and footwear to teach physical education.
- When the lesson is indoors pupils will wear their PE kit with bare feet at all times. If a child has verrucae's they will also take part in gym shoes. When the lesson is outside pupils will wear their PE kit and trainers.
- Football tops, and other fashion clothing items are not acceptable PE kit.
- Long hair will be fastened back and jewellery and personal effects will be removed. If a child forgets their PE kit they will be given the opportunity to borrow clothing, or will be fully involved in the lesson in an alternative capacity.

### ***Risk Assessment***

Each area of activity and activity facility will be preceded with a risk assessment procedure.

As part of this it is essential to ensure that:

- a systematic approach to risk assessment is adopted by the PE co-ordinator and findings recorded and shared with others
- pupils understand all procedures and information regarding the minimizing of risks associated with PE
- regular assessments are carried out of risks associated with general procedures (e.g. for changing), facilities, activities, equipment and exercise practice
- staff teaching PE receive appropriate training and quality information in order to make high-quality and justifiable decisions which will minimize risk in PE

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Fay Warner-King  
PE Co-ordinator