

**Barley Mow Primary School**

**Achieving Bright Futures Together**

PE Policy



Date: July 2025

Review by: July 2027

**Introduction**

This policy outlines the teaching, organisation and management of PE taught and learnt at Barley Mow Primary school. It reflects the school’s values and ethos.

**Statement of Intent**

At Barley Mow Primary we all recognise the importance of raising sporting achievement and performance in order to improve the health and wellbeing of all our pupils. Our intent is to. deliver a high-quality PE curriculum which inspires all pupils to succeed and experience a range of competitive sport and activities involving physical literacy. We believe that a rich and varied PE curriculum and school sport opportunities including clubs, sport events, break times and lunch time can help important life qualities of resilience and ambition leading to improved attainment, attendance and attitudes.

Through our PE provision, we also offer a curriculum which allows pupils to learn about themselves and support the overall development of a range of social skills including team work and communication. We want to inspire a love of sport in order to raise the level of physical activity of our pupils outside of school. We want every child to enjoy the physical and social benefits and build lifelong participation in physical activity and healthy living.

Our school bases the core work in PE around the National Curriculum which 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.

**Teaching and Learning**

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school.

The curriculum planning in PE is carried out in three phases; long-term, medium-term and short term. Together we aim to create a broad and balanced curriculum that is exciting for our children to learn through. The curriculum is designed to support children to develop and revisit key, fundamental skills from previous year groups as they move through school.

Medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

Barley Mow work alongside Gateshead School Sports Partnership to benefit from the high-quality support, guidance, professional development, resource and programmes they provide. This also ensures all pupils have opportunities to compete and participate in a wide range of sports together with other Gateshead schools. Moreover, as our feeder school, Lord Lawson of Beamish secondary school invite us to take part in sporting activities and sport festivals using their facilities.

At Barley Mow, our teaching, learning and staff CPD is supported by PE specialist in a range of sporting fields who teach lessons throughout the school year in all year groups.

Year 4 and Year 6 also attend swimming lessons at Birtley Community Swimming Pool where they are taught and assessed by specialist teachers.

**Implementation:**

**Early Years**

We encourage the physical development of our children in nursery and reception classes as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

**Teaching Time**

PE is taught for 2 hours every week. A variety of teaching styles are implemented at Barley Mow Primary School to engage the variety of learners providing them with the opportunity to learn from visual, auditory and kinaesthetic activities. Skills and understanding are often developed as a whole class but children are encouraged to work cooperatively in groups as well as independently. Teachers try to make lessons as varied as possible in structure to accommodate the wide range of learning styles. The emphasis in our teaching of PE is on allowing all children to achieve enjoyment, satisfaction and success at their own level.

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.

**Inclusion**

**Providing effective learning opportunities for all pupils**

All children have an equal opportunity regardless of gender, race or ability, to progress and succeed in physical education. We pay particular attention to ensuring there is no gender bias in equipment or in access to resources. Teachers pay attention to the equal distribution of their questioning across all groups. Teachers use the STEP framework to support teaching and learning. The STEP approach in Physical Education is a framework for adapting activities to make them inclusive and accessible for all participants. It involves modifying the Space, Task, Equipment, and People involved in an activity. This allows for adjustments to accommodate different abilities, skill levels, and preferences, ensuring everyone can participate and enjoy the activity.

**The contribution of PE to other curriculum areas**

**English**

Speaking and listening skills are used in PE lessons. Children are constantly challenged to discuss, question and explain their decision making. Children are encouraged to describe what they have done and to discuss how they might improve their performance.

**Maths**

Children are using and applying their maths skills during a range of PE lesson, for example, in Athletics, children are offered opportunities to use stop watches to get a ‘best time’ and try to beat it, children measure the distances they run and topics such as perimeter lend themselves to PE by the physical nature.

**ICT**

We use ICT to support PE teaching where appropriate, it is regularly used as a visual tool to offer examples to the children. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other’s performance from recordings and use these to improve the quality of their work. Videos are also recorded as part of evidence for assessment of skills to show progression when possible.

**SMSC**

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. Children learn about the benefits of exercise and healthy eating and how to make informed choices about these things.

**PSHE and Citizenship**

PE contributes to the teaching of personal, social and health education and citizenship. The work that children do outside their normal lessons encourages independent study and helps them to become increasingly responsible for their own learning. The planned activities that children do within PE encourage them to work together and respect each other’s views.

**Resources**

* It is the responsibility of staff to ensure that all equipment is appropriately collected and returned from/to the PE cupboard;
* Children should not be allowed to enter the PE cupboard unsupervised;
* PE equipment should be organised before the lesson.
* Children should be taught to respect and handle equipment to ensure safety.

**Health and Safety**

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma.

* Staff know about the safe practices involved in moving and using apparatus;
* Children are expected to wear a white t-shirt and shorts, tracksuits may also be worn during outdoor lessons and in cold weather. Children must not take place in the lesson without appropriate footwear;
* Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga.
* Staff must also wear appropriate kit for PE lessons;
* We encourage the children to consider their own safety and the safety of others at all times;
* Staff will carry out visual checks of apparatus/equipment before the start of every lesson;
* Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in. Equipment and apparatus are stored safely at the end of each lesson. Pupils are taught to consider their own safety and that of others at all times.
* We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips.

**Assessment and recording**

Teachers assess children’s work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways to improve. Teachers will use regular formative assessment (AFL) and instant intervention to ensure maximum progress in lessons and to inform future planning in order to build on previous skills. These regular assessments will support teachers in their final judgement at the end of the year. Video recordings can be used to support assessment and evidence skills developed.

**Monitoring and Evaluation**

The PE subject leader and senior management team are responsible for the monitoring and evaluation of:

* Curriculum coverage
* The quality of teaching and learning
* Standards of achievement

This will be carried out through:

* Planning
* Observation of teaching in line with school policy
* Learning Walks
* Monitoring of assessments
* Website
* Pupil Voice

**The Role of the Subject Leader**

It is the responsibility of the PE Leader:

* To take a lead in policy development.
* To support colleagues in their teaching of PE content and developing subject knowledge
* To identify the need for individual support in the form of CPD.
* To create, maintain and evaluate action plans and audits.
* To take steps to keep up with developments and inform colleagues as appropriate.

**Conclusion**

A review of the policy for PE will take place as necessary in accordance with the school review process. Should changes need to be made in the interim as part of a curriculum review process or changes to statutory orders, an amendment will be made to this document in the form of an appendix.

Policy date- July 2025

Policy to be reviewed – July 2027