

Ouston Primary School

PE Policy



Review Date: April 2026

Next Review date: April 2027

Intent

At Ouston Primary, we recognise the vital role of Physical Education in supporting pupil's physical development, emotional wellbeing and lifelong health. We aim to develop successful, confident individuals who will have a life-long, positive attitude towards healthy living and active lifestyles. Our PE curriculum is fully aligned with the National Curriculum for Physical Education (DfE, 2013) and aims to ensure all pupils:

- develop confidence and competence to take part in a broad range of physical activities
- develop a range of sporting skills including swimming
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives
- understand the importance and effect of exercise and being healthy
- develop a sense of fair play and sportsmanship
- enjoy sporting activities and have fun

Through high-quality PE teaching, pupils develop fundamental movement skills, improved physical fitness, resilience, teamwork, fairness and respect. We aim to foster positive attitudes towards physical activity that will last beyond primary school.

Implementation

At Ouston Primary School, PE is taught twice weekly or two hours over an afternoon session. Teachers create a positive attitude to PE and reinforce an expectation that all children are capable of achieving success in PE.

We teach lessons so that children

- have fun and enjoy PE
- learn, practice and secure a range of skills and tactics
- experience success
- develop good sporting attitudes
- understand basic rules of a range of different sporting activities
- experience positive competition
- learn in a safe environment
- have a foundation for life-long physical activity, leaving primary school as physically active

Impact

PE is taught as a basis for life-long learning. A successful PE curriculum where children have access to a range of activities and have a positive, successful experience will then create children who will continue to have a physically active life. They will also have a good understanding of what a healthy, active life is like and the importance of leading one.

Opportunities to compete in sport and other challenging activities will build character and help embed values such as fairness, respect, resilience and teamwork.

Teaching and Learning

Lessons will be planned to provide challenge for all pupils ~ to extend more able and provide appropriate levels of support and adaptations where needed, so that all pupils are able to succeed and make progress.

A variety of teaching styles will be used and our whole school approach to the teaching and learning of PE involves the following:

- A warm up activity
- A cool down
- Teaching and practice of skills
- Opportunities for children to select and use these skills in games and activities
- Opportunities to create their own games and activities
- An understanding of tactics and basic rules
- Fun experiences of a range of sports and activities
- A development of good sporting attitudes
- Opportunities for competition both against others and personal
- Opportunities to evaluate their own and others' performances in order to improve

EYFS

We recognise the importance of physical development in the Early Years Foundation Stage as a key area of learning. The most relevant statements for PE are taken from the following areas of learning: Physical, Social and Emotional Development; Physical Development and Expressive Arts and Design.

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

At Ouston Primary School, opportunities are planned and provided within every topic to allow the development of skills related to PE / Physical Development. This includes adult-guided and child-initiated opportunities across the indoor and outdoor environments.

We also have a specific focus for PE sessions for each half-term, to ensure distinct skills in different areas are taught and practised. The children access specific physical development through timetabled PE lessons which give the children the opportunity to learn and practice basic fundamental movement skills. They participate in activities where

they can practice moving in different ways and at different speeds; balancing; rolling; throwing balls and bean bags; catching and kicking. These skills can then be built on when they enter KS1.

KS1

Pupils develop fundamental movement skills and build confidence through:

- running, jumping, throwing and catching
- balance, agility and coordination
- simple team games with basic attacking and defending tactics
- performing dances using simple movement patterns

A range of activities and opportunities are given, where children work individually in pairs or in groups.

General Lesson Structure

- An explanation of the learning intentions/outcomes of the lesson
- A warm up to prepare children physically for exercise
- Direct teaching of skills followed by skills practice
- Possible activities where the children can use these skills individually or cooperatively such as a game or sequence
- A cool down activity
- Possible opportunities to share and evaluate throughout the lesson

KS2

Pupils continue to apply and develop skills through:

- competitive games using attacking and defending principles
- athletics and gymnastics to develop strength, flexibility and control
- a range of dance styles and sequences
- outdoor and adventurous activities (OAA)
- evaluating and improving personal performance

Children continue to use the skills individually but also develop cooperation through games.

All pupils participate in swimming and water safety instruction during Key Stage 2 (Yr 4)

By the end of Key Stage 2, pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least **25 metres**
- use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)
- perform **safe self-rescue** in different water-based situations

General Lesson Structure

- An explanation of the learning intentions/outcomes of the lesson
- A warm up to prepare children physically for exercise

- Direct teaching of skills followed by skills practice or investigation of tactics and skills needed
- Possible activities where the children can use these skills individually or cooperatively such as a game or sequence
- A cool down activity
- Possible opportunities to share and evaluate throughout the lesson

Planning, Organisation and Resources

Our PE curriculum is planned to ensure a clear progression of knowledge, skills and vocabulary from EYFS to Year 6, enabling all pupils to develop competence, confidence and enjoyment in physical activity.

Long-term planning sets out the sequence of units across each year group, ensuring full coverage of the National Curriculum and a balanced breadth of activity, including games, dance, gymnastics, athletics, outdoor and adventurous activities, and swimming. Medium-term plans identify the key learning, core skills, vocabulary and assessment opportunities for each unit. Weekly planning focuses on high-quality modelling, purposeful practice, and inclusive task design that enables every pupil to succeed. Teachers adapt planning responsively to meet the needs of all learners, including those with SEND, ensuring lessons are safe, engaging and appropriately challenging.

Planning is reviewed regularly to secure coherence, progression and consistency across the school.

A range of resources are used to support the planning of PE including Core Task Assessment cards.

PE equipment is stored centrally in the PE cupboard. The PE cupboard is locked and should only be accessed by staff. Staff are advised to inform the PE Lead of broken, damaged or lost equipment so that replacements can be ordered.

The school also has an extensive playing field and large playground for outdoor PE and access to a swimming pool approximately 3km from the school where Year 4 are taken for weekly swimming lessons.

Assessment

Assessment in PE is an ongoing process used to support pupil progress, inform teaching and ensure curriculum expectations are met. Teachers make informed judgements about pupil's progress and attainment, against age-related expectations set out in the PE curriculum and progression maps, as they observe them throughout lessons. Video recordings are sometimes made and used as evidence.

At the end of each unit/block of work, teachers will decide on a pupil's level of attainment noting which children have:

- achieved all of the learning outcomes and are working above what is expected of their age
- achieved all of the learning outcomes
- achieved most of the learning
- achieved some of learning outcomes.

These judgements will be made in line with the PE progress maps.

Equal Opportunities

At Ouston Primary School we are committed to promoting equal opportunities to all children, irrespective of their socio-economic background, gender, disability or ethnicity. We believe that all children have equal access to and participation in a range of physical activities.

Inclusion

At Ouston Primary School, we are committed to ensuring that all pupils access and participate in a broad and balanced PE curriculum. This is done through careful lesson planning and adaptations to make sure that all children, including those who have special educational needs, disabilities, English as an additional language or those who are gifted and talented, have access to a broad and balanced curriculum.

Adaptive Teaching

Planning is based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed

Health & Safety

The importance of safety in PE is of high priority from the beginning of EYFS. Pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.

Teachers and pupils help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk to ensure maximum safety.

PE Kit

Children are expected and encouraged to wear appropriate PE clothing. They will arrive at school wearing the appropriate kit on their PE days.

- **Indoor:** White T-shirt and black shorts (trainers may be worn if appropriate)
- **Outdoor:** White T-shirt, black shorts and trainers. Warmer clothing, jumper and tracksuit bottoms could be worn in colder weather outside.
- **Swimming:** Swimming costume, swimming hat and towel
- **Footwear** that is fit for purpose is essential. It should demonstrate effective grip, support and reasonable protection for outside work and games, contrasting with lightness and flimsiness for indoor activities such as gymnastics and dance, if worn. Children may be bare foot for gymnastics and dance activities. However, **ALL** children must be the same for safety (**all** bare foot or **all** in footwear). Children should **NEVER** participate in socks on polished surfaces.
- **Personal effects**, such as jewellery, religious artefacts, watches, hair slides etc, should **always** be removed by pupils before participating in physical activity. Staff should always give a verbal reminder to pupils and, where necessary, visually monitor the group. If they cannot be removed, e.g. medical bracelets/necklaces, staff need to take action to try to make the situation safe.
- **Long hair** worn by both staff and pupils should always be tied back with a suitably soft item to prevent entanglement in apparatus and to prevent obscuring vision.

Disclaimers from parents about the wearing of any item of jewellery by a pupil should be declined. Such indemnities have no legal status. The duty of care remains firmly with the school on such matters.

Staff should always endeavour to change for physical education, wear suitable footwear and clothing for practical activities and remove their personal effects, such as jewellery, to minimise the likelihood of causing or receiving injury.

Forgotten Kit

Children should only take part in PE if they are appropriately dressed for the planned activity. If kit is persistently forgotten, the class teacher should notify the parents of this and seek their assistance to remedy the problem.

Missing PE

Children should take part in PE wherever possible. If a parent feels a child is unable to take part, then a letter should be received by the school explaining why. The child should then, if possible, observe the lesson so they are aware of and understanding the learning taking place for future lessons.

Accidents

If an accident occurs it must be reported to the office, appropriate first aid applied and written in the accident book. Usual school accident and first aid procedures will be followed with regards to notifying parents.

Extra-Curricular Learning

A range of activities are offered outside of the curriculum to both key stages. Some of these are led by school staff while others are led by visiting / bought in coaches. The activities include: Tag Rugby, Gymnastics, Dance, Athletics, Football, Multi-Skills and Cricket.

Competition

The school hold various 'house' competitions throughout the school year. We also take part in a range of competitions and leagues throughout the year including Netball, Football, Tag Rugby, Tennis, Athletics and Cross Country.

School Sports Partnership

The school currently buys into the Chester-le-Street and Durham Schools Sports Partnership. Through this we have access to a range of coaches, festivals, inter-schools competitions, CPD opportunities, a gifted and talented programme and support networks.

Coaches

The school, at times, uses coaches to provide extra-curricular opportunities and also to team-teach in lessons (helping to up-skill teachers). All coaches are CRB checked as well as having their sporting qualifications checked, either by the school itself or through the School Sports Partnership, who provide many of the coaches used.

Role of the Subject Leader:-

- To monitor and oversee the organisation and teaching of PE within the school. This will take place through a variety of ways including talking to children, looking at lesson plans, PE photos and videos where appropriate.
- To make sure that the curriculum overview and map is up to date and in line with new curriculums by keeping up to date with ongoing training and any new strategies introduced within the subject.
- To be responsible for keeping staff and governors informed about new initiatives, planning and resources.
- Carrying out, or organising, any staff training that is necessary.
- Overseeing the School Sports Premium budget and applying for the School Activemark.
- To organise School Sports Days and oversee after school clubs and activities.

Updated 2026: This PE Policy has been reviewed and updated to ensure full alignment with the Primary National Curriculum for Physical Education (DfE, 2013), with particular reference to statutory aims, programmes of study, progression across key stages, and swimming and water safety requirements.