



SUTTON CE (VC) PRIMARY SCHOOL

PE Policy

Approved by staff November 2025
Approved by Governors November 2026

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PE Policy

1. Intent Statement

1.1 Vision & Core Values

- Embed the school's core Christian value of *Respect* into all aspects of Physical Education.
- Recognise and promote the value of physical activity on children's physical, academic, emotional and social development.
- Encourage a lifelong interest in physical activity and healthy lifestyle choices.

2. Aims and Objectives

2.1 National Curriculum Aims

Drawn from the DfE **National Curriculum in England: PE programmes of study** (2014):

- Develop competence to excel in a broad range of physical activities
- Be physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

2.2 School-Specific Aims

- Improve motor competency through refining and repeating movements with control and fluency
- Apply strategies and tactics across different contexts
- Understand mental, social, emotional, and physical impact of exercise
- Support children in leadership and collaboration within PE contexts
- Promote safety awareness and personal responsibility during physical activities

3. Curriculum Implementation

3.1 Curriculum Planning and Organisation

- Use of **GetSet4PE** Scheme of Work (one session weekly per class teacher)
- Enhancement via specialist-led sessions using **Grow With Us** (minimum of one session weekly)
- Two scheduled PE sessions per week for each class
- Curriculum meets the DfE statutory requirement for **2 hours of PE weekly**

- Annual long-term overview and progression documents ensure curriculum coverage

3.2 Timetabling and Resources

- Scheduled hall and outdoor space access
- Use of playground and field for games and outdoor activities
- KS2 weekly swimming lessons (requirement per DfE guidelines: swimming and water safety are statutory in Key Stage 2). Swimming takes places for one term in Y5.

3.3 Enrichment Provision

- Break-time, lunchtime and after-school physical activities led by specialist staff
- Inter-school competitions and coaching through **Witchford partnership**
- Student sports leadership and structured play facilitated through partnerships

4. Early Years Foundation Stage (EYFS)

4.1 EYFS Framework Alignment

- Coverage of '**Moving and Handling**' and '**Health and Self Care**', as per the **Statutory Framework for the EYFS (2021)**
- Development of gross and fine motor skills through continuous provision and directed activities
- Emphasis on independent self-care and physical literacy
- Inclusion of weekly PE and outdoor learning.

5. Key Stage 1 & 2 Curriculum Delivery

5.1 Statutory Curriculum

Follows DfE (2014) Statutory Guidance for PE at KS1 and KS2

- Content includes:
 - Athletics
 - Dance
 - Games
 - Gymnastics
 - Outdoor and Adventurous Activities (KS2)
 - Swimming and Water Safety (KS2)

5.2 Pedagogical Approach

- Teaching emphasises skill development, teamwork, reflection and personal best
- Curriculum designed to build progressively on previous knowledge

- Varied units for context-based application of physical skills
 - Delivering equal opportunity and access to PE and sport
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6. Cross-Curricular Links

6.1 English

- Instructional writing, discussion, oral evaluation, drama integration

6.2 Mathematics

- Utilisation of measurement, timing, shape, symmetry, statistics for sport analysis

6.3 Computing (ICT)

- Video analysis, skill assessment, exposure to model techniques

6.4 PSHE (including RHE and SRE)

- Emphasis on teamwork, cooperation, healthy lifestyles, self-respect and resilience
 - Breaking down barriers around PE avoidance and puberty
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7. Christian Values and Spiritual, Moral, Social and Cultural Development (SMSC)

7.1 Christian Values Through Sport

- Values such as **respect, perseverance, trust, honesty, and friendship** explicitly reinforced in PE

7.2 SMSC

- PE provides opportunities for social cooperation, moral decision-making, cultural appreciation of diverse sports
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8. Inclusion

8.1 Provision for All Needs

- Universal access with differentiated tasks
- Adapted activities for pupils with SEND in line with *Equality Act 2010* and *SEND Code of Practice (2015)*
- Spare PE kits available to mitigate access barriers

8.2 Competition and Opportunity

- Inclusive competition strategy considers all pupil abilities and interests
 - Fair access to after-school provision through subsidised/targeted invitation as required
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9. Assessment, Recording and Reporting

9.1 Formative Assessment

- Ongoing skills-based assessments to inform next steps
- Peer/self-assessment strategies encouraged

9.2 Summative Assessment

- Use of termly assessment grids for KS1 and KS2
 - Reference to EYFS Early Learning Goals in Foundation Stage
 - Annual report to parents includes PE progress
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10. Health and Safety

10.1 Risk Management

- PE-specific risk assessment carried out for any additional events.
- Annual equipment inspections by accredited professionals
- Continuous visual equipment checks by staff

10.2 Staff Responsibilities

- Staff to maintain knowledge of First Aid and emergency procedures
- Supervision of movement and equipment use

10.3 Pupil Safety

- Safe practice taught explicitly (e.g. lifting of equipment, use of sticks or rackets)
- All jewellery and watches removed. (See uniform policy also)
- Appropriate footwear checked.
- Hair is tied back
- Medical needs (asthma, diabetes) diligently monitored and supported

10.4 Communication with Parents

- Clear guidance on PE kit and safety rules shared termly
 - Active reminders regarding earrings and safe attire
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11. Healthy Lifestyles Promotion

11.1 Healthy Eating Integration

- PE and PSHE co-delivery of nutrition awareness
 - Support for whole-school efforts to reduce obesity and improve well-being (as referenced in *Childhood Obesity: A Plan for Action, DfE 2020*)
 - Promotion through class activities and cooking clubs
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12. PE and Sports Premium

12.1 Funding Allocation and Impact

- Annual spending plan published on school website (DfE requirement)
 - Regular review of impact using the **5 Key Indicators of Improvement**
 - Funding used to develop sustainability, enhance inclusivity and raise attainment
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13. Monitoring and Evaluation

13.1 Subject Leadership

- Subject Lead to:
 - Monitor planning and teaching standards
 - Carry out observations and pupil voice activities
 - Analyse data to inform CPD and curriculum development
 - Coordinate external coaching and training partners

13.2 Policy Review Schedule

- To be reviewed biennially or sooner in response to statutory updates
 - Feedback obtained via parent questionnaires, staff evaluations and pupil panels
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This policy outline ensures alignment with current educational standards and promotes a consistent, inclusive and enriching Physical Education experience for all pupils at Sutton CE VC Primary School.