

Riverside Primary School

PE Policy

Updated

September 2025



RIVERSIDE PRIMARY SCHOOL

PE POLICY

2025-2026

At Riverside Primary School we believe that the Physical Development we provide, forms an essential foundation for the growth of the whole child through the teaching of PE. As well as academic learning, pupils will be provided with the opportunity to develop their personal and social skills by promoting character building, cooperation, team work and self-esteem. We value Physical Education and the sporting activities we, as a school, provide during lessons, school clubs, break times and lunch times. We are committed to quality provision in PE.

Physical Education offers children the opportunities to:

- Acquire and develop skills: explore basic skills, actions and ideas with increasing understanding; remember and repeat simple skills and actions with increasing control and coordination.
- Learn how to select and apply skills, tactics and compositional ideas: explore how to choose and apply skills and actions in sequence and in combination; vary the way they perform skills by using simple tactics and movement phrases; apply rules and conventions for different activities.
- Take the initiative, lead activity and focus on improving aspects of their own performance: describe what they have done; observe, describe and copy what others have done; use what they have learnt to improve the quality and control of their work.
- Develop a knowledge and understanding of fitness and health: how important it is to be active; to recognise and describe how their bodies feel during different activities.
- Receive teaching which ensures that when 'evaluating and improving performance', connections are made between 'developing, selecting and applying skills, tactics and compositional ideas', and 'fitness and health'.

Physical Education lessons should allow the children to:

- Undertake activities which need a different approach and way of thinking.
- Develop their ideas in a creative way.
- Set targets for themselves and compete against others, individually and as team members.
- Understand what it takes to persevere, succeed and acknowledge others' success.
- Respond to a variety of challenges in a range of physical contexts and environments.
- Become skilful and intelligent performers.
- Discover their own aptitudes and preferences for different activities.
- Make informed decisions about the importance of exercise in their lives.
- Develop positive attitudes to participation in physical activity.

Aims

We aim to achieve high quality P.E. and school sport. Our aims for each child are to:

- Enjoy P.E. and school sport.
- Improve and achieve.
- Be healthy and active.
- Acquire skills.
- Make decisions.
- Show commitment.
- Have stamina, suppleness and strength.
- Have confidence.
- Participate in activities which are competitive, creative and provide challenge – regardless of ability.

Cross Curricular Links

Opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas can be exploited through:

- Aspects of numeracy such as counting and measuring;
- Aspects of music such as recognising and responding to a beat;
- Aspects of PSHE such as health and well-being;
- Aspects of science such as forces and the human body.

Equal Opportunities

We aim to provide equal opportunities and educational entitlement for all children. We strive to give all pupils equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities, and access to extra-curricular activities. We believe that all children should be given the opportunity to experience success in PE and achieve as high standard as possible.

Guidelines to practice

Safety in P.E

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

- Children should dress in shorts or tracksuit bottoms and polo shirts (or T shirts).
- Teachers will also be expected to dress appropriately for PE including wearing suitable footwear.
- Children will wear plimsolls for all indoor and apparatus work.
- Trainers are worn for outdoor games, together with tracksuits if it is cold.
- Jewellery is not to be worn.
- Long hair should be tied back and rigid headbands should be removed
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.
- Lessons should always include a warm up, skills session and a cool down.

The Early Years Foundation Stage

We encourage and expect as much physical development in the Foundation Stage. We relate the children's physical development to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five. EYFS planning in PE also reflects the development and progression of key skills which are built upon in KS1. The children's learning includes moving confidently and imaginatively with control and coordination, recognising the changes that happen to their bodies when they are active and using a range of small and large equipment. Pupils in Reception engage in two hours of high quality PE lessons every week.

KS1 and KS2

Pupils in KS1 and KS2 engage in two hours of high quality PE during the course of each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of net and wall, invasion games, striking and fielding games, gymnastics, dance, athletics and swimming. We also enrich children's experiences through opportunities for outdoor and adventurous activities.

Swimming

By the end of KS2 it is expected that children can swim competently, confidently and proficiently over a distance of at least 25 metres. Pupils from Y4 to Y6 are given the opportunity to attend swimming sessions for a whole school term. In addition to the above, pupils should be taught to:

- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.

Pupils in Year 6 who have not met the expected standard in swimming by Christmas, are provided with 'top up' sessions at Tynemouth pool in the second half of the Summer term.

Coaches

A variety of coaches including Rugby Minis and Harry Hoggins deliver after school and lunchtime clubs to pupils.

Assessment

- Teachers use a variety of formative assessment in lessons. Pupils have regular opportunities to self assess their progress against targets they have set themselves as well as peer assessing group and individual performances in an activity eg tactics used in an invasion game or assessing gymnastic sequences.
- At the end of every unit of work completed, staff complete assessments (compiled by the PE lead) based on whether pupils are working towards or have achieved the National Curriculum objectives. These assessments are collated and analysed by the PE Coordinator.
- Seesaw is used for teachers to not only demonstrate the broad and balanced curriculum that is offered to pupils in PE, but also to document assessment. At the end of every unit of work, teachers choose three pupils of varying abilities. Their attainment is evidenced through a photograph or video showing the three different abilities and differentiated statements are made according to their attainment level.

This policy has been reviewed and updated by Alice Ready. The next review date is September 2026.