



Physical Education Policy

Approved by: Head – R Oakes **Date:**01.09.2025

Last reviewed on: September 2025

Next review due by: September 2026

Rationale

At Norbreck Primary Academy, we firmly believe that educating our children about health and wellbeing is very important for their future. We recognise the important link between maintain a healthy lifestyle and being ready to learn effectively. We recognise how school can play a significant role within the wider community to promote healthy choices. Therefore, we aspire to continually improve the health and well-being of the school community by teaching ways to establish and maintain positive physical activity habits.

Physical Education will develop pupil's physical competence and confidence through a combination of entitlement and choice of activity. Physical education provides pupils with the opportunity to be creative, competitive and embrace challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. They learn how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work. Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching.

Our vision for PE and Sport at Norbreck

- To promote and educate our children to live a healthy lifestyle
- For PE to be taught to a high quality
- To target SEND children who haven't mastered the Fundamental Movement skills.
- To provide opportunities for children to compete at the highest level at local/national competitions
- To encourage gifted children with particular talents to develop their skills and abilities further

Purpose of study of the national curriculum for physical education (2014) state:

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

INTENT	IMPLEMENTATION	IMPACT
What will take place before teaching in the classroom?	What will this look like in the classroom?	How will this be measured?
<p>Our Trustees:</p> <ul style="list-style-type: none"> • Is ambitious for all pupils and adults at Norbreck Primary Academy. 	<p>Our teaching sequence will be:</p> <ul style="list-style-type: none"> • Using agreed Lancashire PE App to plan and deliver twelve units over the year. The structure of the Lancashire developmental scheme of work will 	<p>Pupil voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of different FMS skills and sport specific skills.

<ul style="list-style-type: none"> • In collaboration with the Headteacher, the Trustees will set a clear vision and strategic goals for the future. • The Trustees will ensure that there are processes in place to monitor and review the quality and impact of the curriculum. <p>The Headteacher and the Senior Leadership Team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear curriculum intent, embracing our core values, which drives the development and improvement of Physical Education. • Ensure that curriculum leaders have time to develop their specific curriculum intent through careful research and development. • Renew the PE Passport subscription. • Ensure that children have 2 hours of PE every week (Y1-6) and this is timetabled at the beginning of each year. • Monitor the effectiveness and impact of the Sports Premium spending. • Publish the 'Evidencing the impact of the sport premium' document on the school website by the end of July each year. 	<p>promote teaching and learning as it provides both continuity and progression.</p> <ul style="list-style-type: none"> • In EYFS, PE is linked to the EYFS Curriculum and is 1 hour a week. It has a focus on the 5 Fundamental Movement Skills (FMS) for under 5s. Children also have access to a physical development area (quad) through their continuous provision. • Year 1 start each year by completing a FMS Baseline on the children and use this to inform planning and organise targeted interventions. • Year 2 complete an end of year FMS assessment that is analysed by the subject leader and any children who need further support are given interventions in Year 3. • Specific key vocabulary to be used ensuring children understand its meaning. • Opportunities for children to work independently, in pairs and groups where they can practise the skills being taught. • PSHE Links- Ensure children are aware of the 'character' that is linked to each lesson, for example 'Resilience'. 	<ul style="list-style-type: none"> • A progression of understanding, including appropriate vocabulary which supports and extends understanding. • Confidence in discussing what they are learning in PE and their own capabilities. • An understanding of fairness and of personal and social responsibility.
<p>The Curriculum Leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching. • Provide access to appropriate CPD and ensure all staff involved in the delivery of PE feel confident in doing so. • Ensure an appropriate scheme of work and progression of skills and knowledge is in place. • Work closely with the Schools Partnership Advisor, School Games Organiser and other local schools. Attend meetings over the year and making strong links. • Monitor classroom practice and planning, auditing needs for CPD to ensure high quality delivery and impact on the children is achieved. 	<p>Our indoor/outdoor space will:</p> <ul style="list-style-type: none"> • Provide appropriate quality resources. • Be organised so that pupils can work in small groups or whole class as appropriate. • Be free from any risks (e.g. water spillages that could cause slips). <p>Inclusion in PE:</p> <ul style="list-style-type: none"> • We aim for all pupils to achieve age related expectations, and every child is included within PE and school sport so that all of our pupils can learn, progress and achieve success. 	<p>Displays around school and the School facebook page will show:</p> <ul style="list-style-type: none"> • Some photos or videos of the children performing different skills uploaded onto the App. • Sports display that displays our school teams, sport leaders and any notices for the children. • Photos of the children attending competitions and events.

<ul style="list-style-type: none"> • Organise/arrange Sports TA to deliver FMS interventions and support in assessing these children at the end of the programme. • Be aware of lunchtime sport activities and ensure the children have access to a wide range of activities • Ensure the PE Cupboard is accessible and up to date with equipment. • Check that the Safe Practice in PE, school sport and physical activity is up to date and used to inform any queries. • Monitor the effectiveness and impact of the Sports Premium spending. • Report on the 'Evidencing the impact of the Sports Premium' document and put it on the school website by the end of July. • Attend courses to further own professional development and provide information and support for colleagues. • Audit, order and review efficiency of how equipment and learning resources are managed. • Provide opportunities for children to take part in extracurricular clubs and competitions. • Organise/arrange Sport Clubs over the academic year. • Organise/arrange competitions over the academic year. • Communicate with the bursar to ensure letters for competitions and clubs are complete. • Ensure staff are aware of upcoming competitions and events. • Monitor participation levels in clubs and competitions and target non participating pupils. • Plan themed weeks, for example Health and Wellbeing week. For E.g. Happy Week 2018 	<ul style="list-style-type: none"> • Additional scaffolding, supporting resources, interventions and individual learning objectives will be provided where needed. • If a child has an injury of some description they should still be able to participate in some of the lesson as deemed appropriate by the teacher. 	
<p>The class teacher and other staff responsible for delivery of the programme will, with support from the curriculum leader:</p> <ul style="list-style-type: none"> • Use Lancashire PE Passport App to carefully plan learning opportunities which meet the needs of all learners. 	<p>Our children will:</p> <ul style="list-style-type: none"> • Be engaged and motivated because they are excited by the curriculum with which they are provided. • Aware of the link between healthy eating and physical activity for a healthy lifestyle. 	<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Celebrate the successes of pupils through communication on Facebook/Assemblies.

<ul style="list-style-type: none"> • FMS to be assessed in KS1. • Complete two PE units each half term and ensure these are inputted onto the long term planner using the App. • Personally pursue support for any particular subject knowledge and skills gaps prior to teaching. • Attend any relevant training to ensure they continually strive to deliver the best teaching. • Ensure resources are appropriate and safe so that all pupils have the equipment that they need to safely participate in the lesson. • Return equipment to its correct place to ensure the PE cupboard remains tidy and safe to use. • Any broken equipment to be removed and reported to the PE and Sport Leader. • Support the subject leader supervising clubs. • Assess the children at the end of each unit of work using the 'Core Task'. 	<ul style="list-style-type: none"> • Be able to think in different ways and make decisions in response to creative, competitive and challenging activities. • Be resilient learners who endeavour to overcome barriers, understanding their own areas of strength and areas for development. • Be able to explore and embrace the skills that they are being taught. • Be able to show progression in these skills over the different year groups. • Have positive attitudes towards a healthy and active lifestyle. • Have opportunities to compete in competitive sport and other activities that will help build character and embed values such as respect and fairness. 	<ul style="list-style-type: none"> • Monitor the standards in PE to ensure outcomes are at expected levels. • Provide and evaluate ongoing CPD based on subject monitoring.
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