



Henry Chadwick Primary School

Physical Education Policy

Date Approved: 28th September 2026	Print Name:
Date to be Reviewed: Sept 2027	Signed:
Statement of Intent	
It is our intention at Henry Chadwick to ensure that Physical Education Curriculum is experienced regularly, in a safe and supportive environment. We recognise that it plays a vital role in the physical development and well-being of our pupils as it not only addresses the physical aim of the curriculum but also contributes to the spiritual, moral, social and cultural development of our pupils. Through our PE programme our pupils will become physically literate and develop the knowledge, skills and motivation necessary to equip them for a healthy active lifestyle and a lifelong participation in physical activity and sport. We encourage all pupils to develop the skills and confidence to reach their full potential as participants, performers and leaders so that they will develop a life-long interest in physical activity and sport. We also support our pupils to improve their health and fitness and to find physical activities they enjoy doing both in and out of school. We also aim to provide opportunities for pupils to compete in sport and other activities to build character and help to embed values such as fairness and respect.	
Our school PE programme also enables our pupils to 1. Build confidence and resilience and to try hard to make progress across all activities 2. Participate and develop physical competency in a wide range of physical activities that provide appropriate challenge and acceptable risk	

3. Enjoy learning in and through the subject across the domains of physical skills, creative and thinking skills, social and personal and leadership skills and be able to apply those skills across their wider learning and beyond school.
4. Develop their physical well-being through increased stamina, strength and suppleness and recognise the positive impact on their emotional and mental well-being from engaging in physical activity on a regular basis

Implementation – Curriculum

Our Physical Education Curriculum is compliant and meets expectations set out within the National Curriculum.

We use the Devon PEDPASS schemes of Work which comprise of medium- term units of work across the main activity areas: Games, Gymnastics, Dance, Athletics, Swimming and Outdoor and adventurous activities

All PE lessons are planned and structured to contribute to safe learning situations. In the planning stage, we think through the following process:

- This is what I want the children to learn
- This is how I plan for learning to take place
- Is the learning progressive and inclusive for all children?
- Safe practice is embedded in the learning process and implemented in every lesson

Our School Sport programme which is the structured learning that takes place beyond the curriculum (often referred to as out of hours learning) is coherently planned to develop and broaden the foundation learning that takes place during PE lessons.

Our Lunchtime OPAL programme provides opportunities for pupils to further develop and refine basic fundamental movement skills. It also enables us to achieve the governments health recommendation of 30 minutes of daily physical activity.

Our broad and balanced curriculum is enhanced by a diverse range of extra-curricular activities. Through both competitive and non-competitive experiences, pupils are encouraged to develop their creativity, problem-solving abilities, independence and collaborative skills.

Across key stages 1 and 2, our Health and Fitness programme supports pupils in improving their physical wellbeing and fosters an understanding of how regular activity, exercise and healthy choices contribute to long-term health.

We provide an inclusive PE programme that is adapted to meet the needs of all pupils across each year group. A range of teaching approaches and activities are used to ensure that PE is accessible, engaging and challenging for every learner. To support differentiation, we use the **STEP principle** by adapting the **Space, Task, Equipment and People** involved in an activity. This allows teachers to tailor the level of challenge, enabling all pupils to participate successfully, develop their skills and make progress within lessons.

Our PE provision complies with the Statutory Orders of the National Curriculum (2014) which aims to ensure all pupils:

1. Develop competence to excel in a broad range of physical activities
2. Are physically active for sustained periods of time
3. Engage in competitive sports and activities
4. Lead healthy, active lives.

Our curriculum also provides activities to promote a broad base of movement knowledge and skills, placing pupils in cooperative, collaborative and competitive situations. Students are encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being.

In EYFS, teachers should:

- Plan activities that offer appropriate physical challenges and provide sufficient space, both indoors and outdoors, to set up relevant activities.
- Introduce the language of movement to pupils alongside their actions
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

We value the importance of physical development for our children in the Early Years and encourage regular participation and the practice of skills as an integral part of their learning programme. Children will be given the opportunity to develop a full range of physical skills throughout EYFS. Teachers use resources from Sport Xplorers which include activities that take place both indoors and outdoors and prepare the children well for the acquisition and further development of skills through the NC programmes.

Physical development is encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers.

Pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons.

Pupils' physical development relates to the physical development objectives of the early learning goals (ELGs), which are set out in the DfE's 'Statutory framework for the early years foundation stage', including:

- Demonstrating strength, balance and coordination when playing.
- Negotiating space and obstacles safely, with consideration for themselves and others.
- Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Participating in physical activities which enhance fine motor skills.

All pupils within the EYFS are given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.

During KS1, pupils will be taught to:

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

During KS2, pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis.
- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Participate in outdoor and adventurous activities, both individually and within a team.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

In relation to swimming, pupils within LKS2, will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively, such as front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

Implementation – Out of School Hours Learning

To further promote leadership, physical activity and pupil voice, the school has established a Sports Council comprising representatives from across the school. Members of the Sports Council play an active role in encouraging participation in sport and physical activity during lunchtimes, supporting the organisation of activities and promoting positive engagement in active play. They also contribute ideas for extra-curricular clubs, sporting events and intra-school competitions, helping to ensure that opportunities reflect the interests and needs of our pupils. Through their involvement, pupils develop leadership skills while contributing to the continued development of PE and school sport.

At Henry Chadwick we are committed to providing a broad and balanced programme of competitive and non-competitive sporting opportunities through both intra-school and inter-school events. Pupils regularly participate in football tournaments within the local area, fielding both a mixed football team and a girls' football team. In addition, children have the opportunity to represent the school in competitions and festivals organised across the Schools Primitas Trust. To encourage participation and enjoyment for all, we offer a wide range of extra-curricular activities across Key Stages 1 and 2, including football, netball, archery, sports fitness and boccia.

To ensure the quality and sustainability of our extra-curricular provision, the PE Subject Leader takes responsibility for developing and maintaining strong links with the local community, including sports clubs, coaches and organisations. These partnerships provide opportunities for coaching sessions, school visits, taster experiences and pathways into community sport. Information about out-of-school learning opportunities, clubs and sporting activities is shared regularly with pupils and parents through newsletters, noticeboards and school communication platforms. Through these opportunities, we aim to encourage lifelong participation in physical activity and support all pupils in developing confidence, enjoyment and success in sport and physical education.

Henry Chadwick Primary School supports pupils to meet the health recommendations of being physically active for at least an hour a day (3 hours for under 5-year-olds)
At Henry Chadwick P.E is delivered throughout the whole day. All classes have two hours curriculum PE, an allocated lunchtime and breaktime where physical activities are offered and encouraged. All pupils are expected to participate in physical education lessons. Where pupils have an injury or illness that prevents full participation, they should still get changed into PE kit and be allocated tasks, which are inclusive and involve them in the lesson as much as possible and which is safe for them to undertake (coaching, observation and analysis, timekeeping, scoring etc).

Impact

The curriculum map plan roughly plots out the PE activities covered in each term during the key stage. This however can be adapted based on the assessment information we gather and the availability of facilities and may therefore be adapted to meet the specific needs of the class at the time. The PE subject leader supports and oversees this in conjunction with relevant teaching staff.

Our medium -term plans are taken from the Devon PEDPASS Schemes of Work and teachers use these to inform both their planning and assessment.

An initial core task is carried out at the beginning of a unit to ensure strengths and development needs of the pupils are taken into consideration before planning for their specific needs. Teachers also have access on the shared area to a range of other support resources including; Lesson plans, TOPs cards, AIR Resources, posters, teaching cards and video clips to support their subject specific knowledge.

Opportunities for checking progress should arise naturally in the course of the teaching unit and assessment will take place in the form of teacher observation, discussion, peer assessment and self-check opportunities. Through the use of PEDPASS Skills Progression Grids and monitoring the learning outcomes and expectations in each unit teachers are able to accurately assess pupil progress and attainment and to target activities appropriately.

Ongoing formal assessment data should be selective and brief and recorded on the PEDPASS sheets. The same core task from the medium-term planning documents is then used at the end of the unit as a summative assessment mechanism.

Each lesson should include a warm up and cool down relevant to the main activity and learning environment / weather conditions and all students should be physically active for **prolonged periods** of time during each lesson.

Progressively pupils should learn about the components of fitness and how to perform warm-up and cool-down exercises, paying attention to principles of safe practice.

Swimming takes place at Lichfield Leisure Centre for 1 and a half terms in Year 3 and Year 4. Lessons are planned and delivered by Lichfield Leisure Centre Swimming Teachers through LWM Services. They will be assisted by our Head Teacher and PE Lead.

Cross-curricular links

Physical Education plays an important role in supporting learning across the wider curriculum. Through active learning approaches, pupils develop key skills that can be transferred into other subjects, including communication, teamwork, problem-solving, resilience and leadership. To further strengthen cross-curricular opportunities, staff are undertaking training through **Accelerate Learning**, developing strategies to incorporate active approaches into Maths and English lessons. This enables pupils to engage in learning through movement, improving motivation, concentration and retention of knowledge.

We are also committed to ongoing professional development to ensure high-quality provision for all pupils. Staff access continuing professional development (CPD) in areas such as **Health and Wellbeing**, helping to promote positive physical, emotional and mental health outcomes across the school. In addition, staff are provided with specialist training in a range of sports and games to enhance subject knowledge, develop teaching confidence and ensure pupils receive a broad, balanced and engaging PE curriculum.

This commitment to professional development ensures that Physical Education supports not only physical development but also contributes to pupils' academic achievement, wellbeing and lifelong participation in healthy, active lifestyles.

PSHE

- The benefits of exercise and healthy eating are explained to pupils.
- Pupils are encouraged to make informed choices about their lifestyle.
- The opportunity to act as team leader or part of a team is provided.
- Pupils' self-esteem is promoted.
- Pupils learn to express their feelings in a healthy way.
- Team and group activities develop pupils' social skills and help them to cooperate with other people outside of their friendship group.

Pupils are encouraged to respect other pupils' levels of ability

Safe Practice

The general teaching requirement for health and safety applies to this subject. We encourage pupils to consider their own safety and the safety of others at all times. All staff have access to a copy of the afPE publication, which states safety guidelines 'Safe Practice in physical education' (2025) and we follow the safe teaching principles outlined in this book guidance.

Our main aim in providing safe sessions is to anticipate incidents arising through PREVENTION and INFORMING students about the hazards and risks that may be present in the activity and helping them recognise what might cause harm. Then EDUCATING students about being safe enables them to learn about what is safe and what is unsafe (PIE model - afPE, 2016).

Teachers should always 'teach safely' and 'teach safety'

All accidents, no matter how slight should be reported in the school's accident book, which is kept in the medical room.

All adults working at the school have a responsibility to report any defects in equipment which require attention.

The safe use of equipment will be encouraged at all times and pupils will be trained to move and store equipment in a safe manner.

Risk Assessment

Good teaching and therefore safe teaching in PESSPA are achieved where a balance between appropriate challenge and acceptable risk is maintained and the likelihood of injury occurring is minimised. Anticipating possible risks can help in the planning of effective risk management strategies. A logical and structured approach to preparation, referred to as '**forethought**' is an essential part of effective teaching, managing and learning.

It is the responsibility of all adults leading activities to carry out a dynamic risk assessment prior to every PESSPA lesson.

Staff must ensure that they are satisfied that risk assessment procedures have been undertaken and that appropriate measures have been put in place where necessary.

Please note that gymnastics equipment must be checked by teachers before any pupil is allowed to use it.

PE KIT and Clothing

We expect pupils to come to school in their agreed practical, comfortable, appropriate and affordable kit for each activity.

During swimming lessons, pupils are expected to wear the following:

- Appropriate swimwear
- Swimming cap for all pupils
- Goggles are only permitted with a google consent form signed by parents

Staff members will lead by example by wearing appropriate clothing when teaching PE, such as trainers and joggers.

Footwear

Pupils must wear footwear which is appropriate to the activity when outdoors. This will usually be trainers. For Dance and Gymnastics which takes place indoors, children are expected to work in bare feet as this allows them to obtain more grip and feeling for their actions. Pupils who have a verruca should also work in bare feet as they can only be passed onto other people through damp environments.

Jewellery

No jewellery is worn for physical activity. Any new piercing should be carried out at the beginning of the summer holidays so that jewellery may be removed. This information is communicated to parents through our newsletters. If a pupil cannot remove their studs for any reason they may not be able to take part in the physical elements of the lesson due to the associated risks, however alternative involvement in the lesson will be provided.

To maximise safe and meaningful participation the school and staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious or cultural requirements

Hair

Where pupils have long hair, this should be tied back so that it does not get caught or restrict vision.

Hot weather

In hot weather, protection from the sun is advisable, therefore children can wear caps and should be allowed to take their water bottles out to PE lessons to prevent dehydration. Parents will also be advised to provide sun-cream for their children to apply.

Behaviour

Pupils will act in accordance with the school's Behaviour Policy at all times.

Pupils will be made aware of the expected behaviour for handling PE equipment and resources.

Pupils will be made aware of how misbehaving during PE lessons and using equipment in the incorrect manner can be dangerous.

During PE lessons, pupils are expected to act in the same manner as any other lesson, showing respect to staff members and other pupils. Any pupils behaving in an inappropriate manner will be subject to the disciplinary measures outlined in the Behaviour Policy.

Policy Review Date

This policy will be reviewed at least annually.

This policy has due regard to all relevant statutory guidance including, the following:

- DfE (2013) 'Physical education programmes of study - key stages 1 and 2'
- DfE (2013) 'National curriculum in England: PE programmes of study'
- DfE (2021) 'Statutory framework for the early years foundation stage'