



Herne Bay Junior School

Physical Education Policy

Policy Agreed: Sept 2024

Review Date: September 2025

Herne Bay Junior School- Physical Education Policy 2024-25

This policy is to ensure consistency across the school in the teaching of PE, to raise participation and skill levels of children in this subject and to ensure children develop a love of sport.

Agreed Procedure:

- All classes will experience a broad and balanced curriculum in PE, covering a range of sports and skills.
- All children will undertake 2 hours of physical exercise per week, focusing on maximum involvement and practise of skills.
- All teachers will follow the Herne Bay Junior School agreed Long Term Plan (see Appendix 1) and Scheme of Work and adapt lessons depending on class or individual child ability (see Appendix 2).
- All children will experience various games, dance and OAA lessons throughout the year (see Appendix 3).
- Children will also be given the opportunity to take part in athletic activities, gymnastics and swimming at various points of the year, ensuring that skills build on those skills and concepts developed in KS1 or previous years.
- All children will take part in PE in a safe environment and will be taught essential skills enabling them to participate safely and confidently.
- Children will understand what is needed to lead a healthy lifestyle and the impact sport can have on this.
- Teachers will use a range of suitable resources which can be found in the Old Hall (large apparatus) and the PE shed.
- Wherever possible, games should be small-sided and clear isolation of skills should occur. E.g. the use of a large bat for rounders in small-sided games to maximise the chances of children hitting the ball.

Is it working?

- Do the children enjoy PE?
- Are the children's sporting achievements celebrated within PE?
- Are all children participating in every PE lesson?
- Are the children's skills progressing?
- Are the children aware of what is needed for a healthy lifestyle and how sport can play an important role in this?
- Do the children have access to a range of suitable resources and are these resources supporting their learning within PE?

The School will promote equality of opportunity for students from all social, cultural and economic backgrounds and ensure freedom from discrimination on the basis of disability, gender, race, age, religion or belief.

Appendix 1: Herne Bay Junior School LTP 2024-25

Term	Autumn		Spring		Summer	
Year 3	Football Fitness	Basketball Fitness	Hockey (Gymnastics in cold weather) Fitness	Tennis Fitness	Athletics	Rounders Invasion Games
Year 4	Football Fitness	Basketball Fitness	Hockey (Gymnastics in cold weather) Fitness	Tennis Fitness	Athletics	Rounders Invasion Games
Year 5	Football Fitness	Basketball Fitness	Hockey/Netball (Gymnastics in cold weather) Fitness	Tennis Fitness	Cricket	Rounders Invasion Games
Year 6	Football Fitness	Basketball Fitness	Hockey/Netball (Gymnastics in cold weather) Fitness	Tennis Fitness	Cricket	Rounders Invasion Games

Appendix 2:

Differentiation and Additional Educational needs

When planning and selecting materials, tasks, resources and teaching styles we will take into account the needs of all pupils in terms of abilities and stages of development. Pupils with special educational needs will be entitled to the same access to physical education as their peers. In adapting lessons, teachers will identify challenge for all pupils, modifying and adapting the task and/or equipment to include the least able child and stretch the most able. Teachers will liaise with the SENCO and additional adult support will be sought if needed.

Appendix 3:

Breadth and Balance

The National Curriculum Physical Education orders will be the basis of our physical education programme. At Key Stage 2 the core programme of games, dance and OAA will continue on a regular, linear basis with the additional programmes of athletic activities, gymnastics and swimming at various points during the key stage. The programme will include a variety of team and individual, co-operative and competitive activities, which when taught and organised well will allow pupils to work and play together for the mutual benefit of all. The delivery of the P.E. National curriculum is not prescriptive, which allows for a greater amount of flexibility in covering the programme of study. In setting out a well- balanced physical education programme, regular opportunities for all pupils to participate in vigorous exercise will be provided.

Appendix 4:

What makes a good PE lesson?

- Pace
- Pitch- differentiation, subject knowledge of the teacher, pupils recognise targets and are able to set their next steps, share learning objective
- Engagement-high levels of physical activity and participation for all, peer assessment, modelling, fun.
- Safety- the use of correct equipment