



The Coppice Primary School

Physical Education Policy

“Physical Education helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. Through the range of experiences that Physical Education offers, they learn how to be effective in competitive, creative and challenging situations.”

Written by	<i>Mrs A. Bell & Mrs A. Wright</i>
Approved by Governors	
Date for Review	September 2026

Physical Education Policy

Our school vision states;

'Happy, confident and successful learners, well prepared for life'

1 Aims and objectives

1.1 Introduction

At the Coppice we are committed to providing all children with learning opportunities to engage in Physical Education. Physical Education should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Children should learn the values of fairness and respect throughout the sports and activities taught. Physical Education plays a vital part in contributing to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. Physical Education is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

1.2 The importance of Physical Education

Physical Education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles.

Pupils learn to think in different ways to suit a variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity.

The School's Policy concentrates heavily on developing the children physically, emotionally and socially.

It is our desire to have each of our pupils gain confidence in performing fundamental movement skills along with a basic understanding of the movement principles necessary for efficient human movement. Children who develop a variety of movement skills are able to call on these experiences when they are learning new and more complex skills. This confidence in skill building will enhance our pupils' ability to participate and enjoy physical activity throughout their lives.

Our physical education programme calls for the children to be actively engaged in vigorous physical activities, which in turn will enhance their fitness levels and help them to develop positive attitudes towards sport and all physical activities. Through this we aim to promote a healthy lifestyle amongst the children, one which will develop further as they do.

The physical education environment helps our pupils develop desirable social skills and positive self-concepts by allowing them to work individually and in co-operation with others. In essence, a strong mind and healthy body at a very young age can only enhance each pupil's ability to succeed in life and become responsible citizens.

1.3 Aims of the Physical Education curriculum are:

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports, team games and activities
- lead healthy, active lives.

2 Our Physical Education Programme

2.1 Our physical education programme is a broad and balanced one, which provides opportunities for all our pupils to participate. We offer a range of activities within the physical education curriculum so that our pupils can draw from a wide range of experiences throughout their years at the school. The areas are as follows:
GYMNASTICS, DANCE, TEAM GAMES, ATHLETICS, SWIMMING, OUTDOOR AND ADVENTUROUS ACTIVITIES

2.2 Learning Outcomes

Through the aforementioned areas of Physical Education our pupils will...

- Develop their motor skills and have a better cognitive understanding of movement.
- Develop an understanding and appreciation of their own bodies and their capabilities.
- Understand the relevance and importance of a healthy, active lifestyle, which will lay the foundations for a future healthy life.
- Develop an understanding of hygiene in relation to physical activity.
- Grow in self-confidence as they experience success through a range of competitive and non-competitive activities and team games.
- Develop crucial social skills as they work individually and interact with others in groups and small teams.
- Learn to master simple movements and develop the capabilities to perform more demanding, more complex skills.

3 Curriculum Planning

3.1 Physical Education is a foundation subject in the National Curriculum. An overview of the content of Physical activities across the year groups is available to staff to ensure children are increasingly challenged as they move through the school and repetition of activities are avoided.

3.2 The school follows an online scheme of work which provides staff with individual lesson plans for each area of the Physical Education curriculum that they are following. The aim of this is to 'inspire – develop – challenge'. Online video tutorials and practical examples are available for staff to use before or during their lessons.

SEE APPENDIX 1 FOR WHOLE SCHOOL OVERVIEW OF PE

4 Curriculum Content

4.1 KS1 Gymnastics, Dance and Team Games

Here we focus on three main activities:

Gymnastics – agility, balance and co-ordination

Dance – perform dances using simple movement patterns

Team Games – running, jumping, throwing, catching, simple tactics for attacking/defending

4.2 KS2 Gymnastics, Dance, Team Games, Swimming, OAA, Athletics

Gymnastics - flexibility, strength, technique, control and balance

Dance – perform dances using a range of movement patterns

Team Games – applying basic principles for attacking and defending

Athletics – running, jumping, throwing

OAA – take part in outdoor and adventurous activity challenges both individually and within a team.

Swimming – attend swimming lessons within curriculum time.

4.3 Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

At The Coppice, children attend swimming lessons on site in Year 3. Each class participates in two, 45-minute, weekly lessons for a half term (usually Autumn 1). Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course. Children who are unable to swim at least 25 metres by the end of their sessions, will take part in 'catch-up' sessions which will be held in smaller groups with an instructor in the pool if necessary.

4.4 Staffing

1. Class teachers.
2. PE specialists/PPA cover
3. Externally - Swimming Coaches
 - Football Coaches
 - Tag Rugby Coaches
 - Gymnastics Coaches
 - Dance Coaches
 - Tennis Coaches

4.5 Time allocation

Each Class is time-tabled for two 60-minute sessions per week – one of which is in the School Hall and the other with use of the Playground/Field when required or as appropriate.

4.6 School Sports

All children will take part in a competitive Sports Day to win points for their 'house' team. Emphasis will be on participation of all pupils, all children receiving points for taking part.

Throughout the year there will be opportunities for children to take part in intra (against other pupils within school) and inter (against other schools) events and activities.

5 Foundation Stage

5.1 Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals are:

Expected

- Moving and handling – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Exceeding

- Moving and handling – Children can confidently hop and skip in time to music.
- Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

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Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

6 Special Education Needs and Disabilities

6.1 To make physical education lessons inclusive, teachers need to anticipate what barriers to taking part and learning particular activities, lessons or a series of lessons may pose for pupils with particular SEN and/or disabilities. Teachers will need to consider ways of minimising or reducing those barriers so that all pupils can fully take part and learn. In some activities, pupils with SEN and/or disabilities will be able to take part in the same way as their peers. In others, some modifications or adjustments will need to be made to include everyone. To overcome potential barriers to learning in physical education, some pupils may require: " adapted, modified or alternative activities that offer an equivalent degree of challenge to the activities in the programmes of study and that enable the pupils to make progress " specific support they need to take part in certain activities or types of movement, and " careful management of their physical regime to allow for their specific medical conditions. For some activities, teachers may need to provide a 'parallel' activity for pupils with SEN and/or disabilities, so that they can work towards the same lesson objectives as their peers, but in a different way. Occasionally, pupils with SEN and/or disabilities will have to work on different activities, or towards different objectives, from their peers.

6.2 Differentiation

Children are given personal and realistic goals for self-improvement. Teachers will aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. For pupils whose attainments fall significantly below expected levels at a particular Key Stage, a degree of differentiation will be necessary. For pupils whose attainments significantly exceed the expected levels of attainment, Teachers will deliver suitably challenging tasks.

6.3 Inclusion

- Class teacher will ensure spare PE Kit is available for an OCCASIONAL circumstance where a child does not have their own.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will consider the individual needs of the pupils.
- All children, of all abilities will have the opportunity to participate in competitions.
- Equality. All aspects of PE will be taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives will be set in line with the school's Special Needs and Equality Policies.

7 Assessment

- Assessment is carried out by teachers in the course of the activity.
- This is done through observation and sometimes discussion with children.
- Physical development levels and progress are recorded by the EYFS teachers for each pupil.
- In KS1 and KS2 teachers complete an 'assessment sheet' to determine whether their pupils are working 'just below', 'on track' or 'greater depth' in each given activity.
- Individual lessons and units of work are planned to align directly and enable progress to these:

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KS1:

Gymnastic Movements	Basic movements and team games	Dance
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Participate in team games, developing simple tactics for attacking and defending.	Perform dances using simple movement patterns.

KS2:

Athletics	Competitive Games	Gymnastics	Dance	Outdoor Adventure Activities (OAA)	Evaluate
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.	Develop flexibility, strength, technique, control and balance	Perform dances using a range of movement patterns	Take part in outdoor and adventurous activity challenges both individually and within a team	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

SEE APPENDIX 2 FOR EXAMPLE ASSESSMENT SHEET.

7.1 Monitoring and reviewing

- The subject lead will oversee the continuity and progression within the planning scheme.
- They will also monitor the quality of teaching and learning through observations/drop-ins.
- The PE Team will meet every Half-Term to review current practices.
- The lead will support colleagues and share expertise and direct teachers to examples of good practice.

8 The contribution of Physical Education to teaching in other curriculum areas (cross-curricular links)

8.1 Physical Education has many obvious links with all other curricular subjects. Its cross-curricular themes include:

Music and Creative Arts, Science, History, PSHCE and Computing.

When staff are aware of upcoming themes or topics being taught, the PE focus can also be mirrored to what is being taught in class e.g. Tudor Dance, Ancient Olympic Games, Angles and mirroring in gymnastics. Within PE lessons there will also be the opportunity for children to develop their communication skills and those linked with PSHCE (following rules, co-operation, living healthy, fairness and equality). Through sport, children are taught the values of respect, trust, honesty, friendliness and perseverance.

9 Health and Safety

- Pupils are taught how to improve their own abilities to assess risks.

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- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.

9.1 PE Kit

All children must wear appropriate clothing for P.E.

- This includes a plain white T-shirt (no brand/logo) and black/navy shorts. During the Winter months, children may bring suitable black/navy tracksuit bottoms and a sweatshirt.
- All children (from EYFS – Year 6) come into school in their PE Kit on their PE days to make it easier and quicker to begin PE lessons without the hassle of getting changed.
- Children are barefoot for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency
- In the event of the children having to get changed at school due to photos/other logistical reasons, they will bring in their PE kits and change in their classrooms.

9.2 Jewellery and Hair

- No watches or jewellery should be worn.
- Hair should be tied up if shoulder length or longer.
- Earrings should be covered with tape if not taken out.

9.3 Weather

- It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to have two, one-hour sessions in the hall each week, so if the weather is bad, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

9.4 Staff Dress Code

- It is important that staff should consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.
- Staff should follow the 'Staff Dress Code 2021' policy. *'Every adult in school will be provided with a grey zipped hoodie, with an embossed school logo. This is to be worn on PE days along with black, navy or grey joggers or plain black leggings and a plain T-shirt/ polo shirt. Trainers / appropriate sporting footwear should be worn.'*

9.5 Non-participation

This will only be permitted when –

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- A note from the parents is sent to the class teacher or the parent has informed the class teacher.
- If the teacher deems that the child is unfit.

NB Persistent lack of kit is not an excuse for non-participation. If a child does not come into school in their kit, a note will be given to Parents (directly by the class teacher). If the child does wear their kit in on a second occasion, a second letter will be sent home. On the third occasion there will be a phonecall/letter sent from the Head/Deputy Head Teacher.

10 Resources

10.1 Facilities:

- Junior Hall
- Infant Hall
- School Playgrounds
- P.E Storerooms (container for outdoor equipment, cupboard/behind curtain for indoor equipment)
- Large playing fields
- Woodrush Secondary School – All – Weather Astro Turf when appropriate and with prior arrangement.
- Swimming pool to be used during the Autumn 1 term for swimming lessons for Year 3 and any catch up swimmers.

10.2 Equipment

There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.

- Large equipment/mats and some indoor PE resources are stored in the Junior Hall store.
- EYFS Physical development resources are stored in the Infant Hall.
- Athletics equipment is stored in the KS2 Outdoor store.
- Netball posts/ other outdoor equipment are stored in the KS2 Outdoor store.

11 Extra-Curricular Activities

11.1 The School recognises the value and importance of after-school activities and therefore strive to provide children with the opportunity to take part and experience a number of sports, dance and gymnastic activities. We provide a wide range of lunchtime and after-school clubs for the children to be involved in.

12. GDPR

Data Protection Statement:

The procedures and practice created by this policy have been reviewed in the light of our GDPR Data Protection Policy.

All data will be handled in accordance with the school's GDPR Data Protection Policy.

Name of policy	Content	Reason for policy	Who does it relate to?	Where is it stored?
PE	Key information concerning the teaching and learning of Physical Education (PE)	To inform all stakeholders on how PE is taught at The Coppice.	Children, Teachers, Parents, Governors and Ofsted.	By the Curriculum Coordinator and through The Governing Body via The Curriculum Sub-Committee.

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As such, our assessment is that this policy :

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level Of Data Compliance Requirements
		X

This policy is a working document and is therefore open to change and restructuring as and when the need arises.

This policy will be reviewed every three years.

Signed: *A.L.Wells*

Review date by Governors:

To be reviewed on:

APPENDIX 1:



EYFS and KS1 National Curriculum Requirements

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

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

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		First PE	Gymnastics	Superhero Dance	Multi-Skills	Tennis	Athletics
Year 1	Session 1	Jungle Dance	Gymnastics	Ball Skills	Attacking & Defending Team Games	Circuit Training	Kwik Cricket
	Session 2	Forest School	Forest School	Forest School	Forest School	Forest School	Forest School
Year 2	Session 1	Gymnastics	Indoor Athletics	Kurling	Space Dance	Yoga	Tennis
	Session 2	Forest School	Multi-Skills	Social Dodgeball	Mini Muay Thai	Athletics	Forest School

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KS2 National Curriculum Requirements

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

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

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Session 1	Gymnastics	Self-Defence	Fitness	Romans Dance	OAA (Outdoor Adventurous Activities)	Athletics
	Session 2	Swimming	Swimming	Netball	Football	Cricket	Games - Rounders
Year 4	Session 1	Indoor Athletics	Gymnastics	Basketball	Yoga	Athletics	Olympic Dance
	Session 2	Multi-Skills	Hockey	Leadership	Tag Rugby	Tennis	Tri-Golf
Year 5	Session 1	Gymnastics	Martial Arts Dance	Badminton	Dance	Fitness	Athletics
	Session 2	Dodgeball	Netball	Football	OAA (Outdoor Adventurous Activities)	Cricket	Games - Rounders
Year 6	Session 1	Indoor Athletics	Gymnastics	Dance	Leadership	Mini Muay Thai	Athletics
	Session 2	Multi-Skills	Hockey	Tag Rugby	Archery	Tennis	Basketball

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APPENDIX 2:

Year 4 PE Assessment

	Autumn 1 - Session 1				Autumn 1 - Session 2		
	Just Below	On Track	Greater Depth		Just Below	On Track	Greater Depth
Indoor Athletics	I can beginning to demonstrate standing triple jump with control, javelin throw.	I can demonstrate standing triple jump with good control, accurate javelin throw.	I can confidently perform all jumps and throw with good technique and control.	Multi-Skills	I can understand and complete each test successfully, measure and record one another's scores	I can complete each test successfully, measure and record one another's scores accurately	I can complete each test with confidence, measure and record one another's scores accurately and support others when attempting tests
	Autumn 2 - Session 1				Autumn 2 - Session 2		
	Just Below	On Track	Greater Depth		Just Below	On Track	Greater Depth
Gymnastics	I can link and sequence actions and evaluate performance.	I can link and sequence actions. I can co-operate in a team, compete with self and others, evaluating performance and success.	I can link and sequence complex actions. I co-operate and work as part of a team, taking on a leadership role to improve performance	Hockey	I can play and accept the rules; competing fairly, some of the time.	I can play and accept the rules; competing fairly, being gracious in victory and defeat most of the time.	I can play and embrace the rules, inspiring others with my fair play and I am always gracious in victory and defeat.
	Spring 1 - Session 1				Spring 1 - Session 2		
	Just Below	On Track	Greater Depth		Just Below	On Track	Greater Depth
Basketball	I can play and accept the rules; competing fairly, being gracious in victory and defeat most of the time.	I can play and embrace the rules, being gracious in victory and defeat.	I can play and embrace the rules, inspiring others with my fair play and I am always gracious in victory and defeat.	Leadership	I can contribute to teaching others our game.	I can teach our game to others demonstrating organisational and leadership skills.	I can confidently teach our game to others demonstrating strong organisational and leadership skills.