

"Every child is a unique child of God."

WHINMOOR



ST. PAUL'S
C of E Primary School

Physical Education Guidance Document

Whinmoor St Paul's C of E Primary School

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Updated September 2026 - 2027



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Headteacher: L Vaughan BA(Hons)



Let Your Light *Shine!*

Our Vision

At Whinmoor St Paul's, we recognise the pivotal role that Physical Education plays in promoting a long-term healthy lifestyle that is both enjoyable and fulfilling. Our aim is to instill a life-long love of sport and physical activity in all children through a high-quality, inclusive and progressive PE curriculum. We provide all pupils with regular opportunities to be physically active, helping them to build resilience, determination and the confidence to develop key physical and life skills. Our curriculum not only focuses on fundamental movement skills such as agility, balance and coordination, but also supports children's personal, social and emotional development. A key element of our PE provision in Early Years is Commando Joe's, which forms part of their PE lessons/provision and is built around the RESPECT framework. This programme promotes teamwork, leadership and character development through engaging, mission-based physical challenges. Together, these experiences ensure pupils are well-equipped to succeed not only in sport, but in school and life.

Physical activity extends beyond our PE lessons. We ensure that every child remains active throughout the school day. At break and lunchtime, we run initiatives such as Craze of the Week, which encourages all pupils to take part in fun, inclusive games and challenges that promote movement, creativity and collaboration. We are also proud to offer a wide range of afterschool sports clubs, which form a key part of our PE provision. These clubs give children the opportunity to explore different sports, develop their skills further and engage in physical activity in a fun and supportive environment. They also allow pupils to represent the school in competitions, promoting teamwork, commitment and school pride. We aim to promote, encourage and support the achievement of all our pupils. Our goal is for every child to feel part of a sporting community - active, inspired, and engaged - developing as healthy individuals with a strong sense of teamwork, sportsmanship and personal pride.



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National Curriculum Aims

<u>Early Years Outcomes</u>	<u>Key Stage 1 National Curriculum Aims</u>	<u>Key Stage 2 National Curriculum Aims</u>
The National Curriculum aims for Early Years Development (EYED) to ensure that children develop a range of skills and knowledge that are essential for their physical development. This includes: • fundamental movement skills: Children learn to move their bodies in various ways, such as crawling, jumping, and climbing • cooperation and teamwork: Children engage in activities that promote collaboration and the ability to work together with others • health and fitness: Children learn about the importance of maintaining good health and understanding the effects of physical activity on their bodies • movement and expression: Children use movement to express their feelings and ideas, developing their creativity and self-expression	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 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	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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best



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Definitions of Physical Education and School Sport

Physical Education

Physical education (PE) is the planned programme of activities that takes place in lessons. Its main purpose is to ensure that all pupils are taught the statutory requirements for PE, focusing on:

- acquiring and developing skills
- selecting and applying skills, tactics and compositional ideas
- evaluating and improving performance
- knowledge and understanding of fitness and health

School Sport

The term 'school sport' is used to cover all activities outside PE lessons that have a significant element of planned and purposeful physical activity.

These include:

- competitive sport, for example netball, athletics, gymnastics and dance
- performance-based activities, for example educational gymnastics, skipping and dance



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- play that develops pupils' communication and social skills, for example clapping games and playground games
- health and fitness-enhancing activities, for example aerobics, running and swimming

Intent

Curriculum Content Provision

The core of the PE provision at Whinmoor St Paul's C of E is based around the Beyond the Physical scheme of work and Commando Joe's scheme of work (for Early Years only) which focuses on the RESPECT framework. Each year group is aware of the expectations and end of year targets that they should be aiming to achieve across the different subjects. This helps to guide teachers with their planning and also provides the next year group to understand what the previous year group have learnt so that the same skills are not being repeated, more that they are being developed upon.

Safe Practice

The school behaviour policy provides the expectation for behaviour during PE. The expectations of all pupils, in and around school, is based on the safe provision of a safe environment. Physical Education activities can present increased levels of risk, so teachers and coaches must maintain the highest levels of discipline during lessons. PE lessons begin in the classroom. The behaviour tone is set before the children move to the hall or outdoor venue.

Floor work

Before any floor work begins the teacher must ensure any obstacles are removed from the working area and that the children are reminded of any permanent obstacles and avoid collisions.

Apparatus

Children are taught the procedures and methods for the assembling and storing of apparatus. This will be done in supervised groups only and can be done with a whole class present.

Accidents



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For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid. For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office or in each class first aid box, which should be taken outside with the class teacher along with any inhalers.

Other Issues

Swimming sessions have been risk assessed. The premises have been risk assessed by the site manager. All playgrounds and halls (including apparatus) are safety checked annually by the West Yorkshire Safety Team (Health & Safety SLA). Equipment is dealt with below.

Safety

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE coordinator and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the Whinmoor St Paul's method of carrying

Gymnastics apparatus (to ensure consistency across school, if teachers are unsure of this there are photos and instructions in PE folders and within the PE cupboard).



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Medical Conditions

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

Our intentions for every child at Whinmoor St Paul's-

- To participate in out of school competitions
- To increase the number of children being physically active
- To ensure most people take part in competitions by the time they leave year 6
- To ensure staff and ECTs are confident in following and implementing PE planning
- To provide opportunity for children to learn how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values

In order to do this, children should:

- Experience a broad range of activities through curriculum PE time, including gymnastics, dance, games, outdoor education, athletics, and swimming
- Know how to stay fit, healthy, and active and enjoy doing so, choosing to engage in physical activity and sport in their own time
- Learn to win and lose, support others and be supported, showing sportsmanship and good character



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- Work as part of a team towards a common goal as well as individually improving their performance
- Be allowed to be creative in a range of activities
- Play competitively, respecting officials and other players
- Develop spiritually, morally and culturally through diverse activities and opportunities

Quality physical Education can develop the whole child:

- Strengthening thinking and decision-making skills
- Building and increasing confidence and self-esteem
- Developing character and resilience
- Enhancing their commitment and desire to improve
- Allowing opportunities for enjoyment, fun and to be free-spirited
- Fostering feelings of safety and security

Implementation

The PE curriculum is taught through the use of the Beyond the Physical scheme and Commando Joe's (for Early Years), which are in-line with the National Curriculum, and is used to aid teaching staff in their subject knowledge and planning of PE. Teachers are able to adjust and change lessons to suit the needs of their classes but the scheme provides a strong basis of what is expected in each year group.

Each class has access to two hours of high-quality physical activity every week, made up of high-quality teaching of PE. These are either taught by the class teacher, Sports Coaches or by HLTA's who have received training and support.

At Whinmoor St Paul's, we also use organisations such as Leeds Rhinos to support and help run PE sessions. Through the use of coaches, fun and innovative sessions are run that offer staff the chance to upskill their own practice. Each session, children are given the opportunity to



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practice skills in a variety of ways and each lesson builds upon the previous skills, allowing them time to embed it. Different skills are recapped throughout, and across, the years, each time they are being built upon; allowing children to know more and remember more.

Equal Opportunities and Inclusion

All PE lessons are mixed gender. All children are encouraged to participate regardless of gender or ethnic background. The school will react positively to gender-typical attitudes and encourage the breaking of them. Our school is committed to the principle that all pupils can access the curriculum to their full potential. Each individual's well-being, needs, education and learning will be met through a broad and balanced curriculum, high expectations and suitable targets, well-trained staff and a sense of belonging. Therefore, whatever their needs, children will have access to suitable physical education. Where possible, activities are differentiated or adapted to ensure full participation for specific pupils.

Dress Code

All pupils come into school for their PE lessons. They should wear plain black tracksuit bottoms, leggings or shorts with a plain white t-shirt or a white long sleeve top. In the hall, all children will work in trainers, pumps or bare feet at the teacher's discretion. For outdoor PE and sports, the children will wear trainers or other suitable footwear for the surface and conditions, a plain black, green or grey jumper / hoodie may also be worn and should be suitable for the weather conditions of the season. Earrings and jewelry are not part of Whinmoor St Paul's uniform, however, when stud earrings cannot be removed for any physical activity due to recent piercing, they must be covered with tape.

Earrings must not be worn for swimming sessions. Watches should be removed before the lesson commences. Long hair should be tied back so that it does not interfere with a child's vision and glasses removed where possible. Teachers should also wear appropriate clothing.



Swimming sessions

Year 4 pupils receive weekly swimming lessons with the aim that by the end of Year 6 all children are able to swim a minimum of 25m unassisted. These lessons run throughout the whole year but alternate between classes in each year group, giving the children the opportunity to take part in other sports throughout the year too.



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Resources

All PE resources are stored in the indoor PE storage area or in the outdoor shed depending upon where they are predominantly used. It is the responsibility of all teachers to ensure that the storage areas are kept tidy and safe. Pupils must be supervised when accessing or putting away equipment in the PE stores. The PE coordinator will audit resources and ensure a broad provision is maintained. Specific PE equipment is available to pupils at playtimes and is coordinated by the Sports Leaders and the KS1 Playground Pals.

Static apparatus equipment is serviced and checked on a yearly contract by the Safety team (Sports Safe).

Planning

Class teachers are responsible for the planning and delivery of PE lessons, in line with the new updated scheme for their own classes. Professional coaches will be used to supplement this teaching where possible. Working alongside these coaches will develop staff's knowledge in teaching specific areas of PE. Coaches will be used to extend the pupils' skills and understanding and to provide further professional development for staff. Professional development and staffing needs are audited regularly and built into our whole school CPD plan.

Assessment

The school scheme of work has clearly identified Learning Objectives and Success Criteria which the teacher will assess through continuous observation or through specific assessment activities. Teachers will complete relevant PE Assessments each term on Sonar through comparing against the learning objectives and end of year expectations set out for each year group. This is then monitored by the Subject Leader in their Termly reports. Teachers are encouraged to use photographs and take videos, along with using a coach's eye to record work, in order to give instant feedback. Progress in PE is reported annually to parents alongside other curriculum subjects at our end of year reports.

The subject leader will complete the assessment for the School Games award on a yearly basis.



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How is the teaching of PE monitored?

PE is monitored as part of the leadership cycle. The Subject Leader looks will observe lessons through formal observations or informal drop ins. When appropriate it is also possible that the PE Subject Leader will seek the support of a specialist from Active Leeds to evaluate particular areas of the curriculum such as gymnastics. We actively seek the recommendations and feedback of physiotherapists and occupational therapists working with the school to ensure that all our pupils' needs are met.

Sports Premium

Sports Premium An action plan is developed at the start of the academic year and modified on an ongoing basis. Factors such as pupil voice and parent questionnaires will also be considered for this. An update will be provided in governor committee meetings by the subject leader and business manager.

Extra-Curricular Activities

We offer a wide range of sporting after-school clubs run by both teaching staff and outside agencies: Leeds Rhinos. These clubs provide children with access to a wide range of sporting activities. These activities are chosen by pupils through class votes and pupil voice to ensure the clubs are successful and popular. Our after-school clubs change activities every term to cater to a range of abilities and preferences. Clubs run four days a week after school. A range of inter and intra events run throughout the school year, giving children opportunities to take part in competitive sports.

Staff Training

- The PE lead will have access to specific training to support and develop their role.
- The PE lead will be given the opportunity to attend PE lead meetings run by Active Leeds and local SGO's.



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- All staff will be encouraged to attend courses and review resources alongside the PE lead.
- The school employs a specialist Sports Coach through Leeds Rhinos who team teaches with all of our teachers during the year.
- The PE lead will have a program of team-teaching set out through the year to support staff.

Strategies to support children with SEN At Whinmoor St Paul's

In PE, we use a number of evidence-based strategies to support children with SEN.

Strategies include:

Scaffolding

- Support for SEN children with learning vocabulary; this may include flash cards
- Games/songs to support vocabulary learning
- Vocabulary on display whilst completing the practical
- Support in writing sentences e.g., missing words rather than writing the whole sentence. All scaffolding follows a 'I do, you do, we do' approach

Explicit Instruction

- Pupils may be supported in their thought process in PE, especially through aspects such as 'Acting as the coach' where children support each other with coaching points
- Pupils will be given specific opportunities by adults to practice specific skills that are barriers to learning
- Visual aids and concrete examples (where necessary) will be used to support learning, this through equipment and resources

Cognitive and Metacognitive Strategies

- Tasks may be 'chunked' into smaller steps



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- Vocabulary prompts may be used to support with explanation work
- Depending on ability, children with SEN may be asked to evaluate their own progress and discuss what they can do to move their learning forward. They will also complete peer work to assist each other with explaining their performance and progress

Flexible Grouping/Fading

- Temporary groups may be established to support learning a particular concept
- New vocabulary or prior learning recapped in class or within the area to support with applying this to explaining core skills and tactics
- Mixed groups so that children who are of higher ability can support children of lower ability. Also, children to challenge each other

Use of technology

- Tasks set may include useful apps/websites to move learning forward
- Speech generating apps may be used for recording, such as using coaches' eye to film positions and movements and voice over to explain the teaching points

Impact

By the time our Whinmoor St Paul's pupils have reached the end of Year 6 they will have had the opportunities to experience;

- A wider range of competitions for the children to take part
- Certificates for children who take part in sporting competitions
- Children to become Play leaders and inspire other children to be proud of leading others and supporting the school's ethos and vision of physical activity in school



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- Healthy School for all children and families - educating them on the importance of being fit and healthy
- More children involved with physical activity on a lunch time
- Most children in school will leave Whinmoor St Pauls having had experience in a sporting competition
- Staff providing a high-quality PE lesson weekly following the LTPs which will inspire children to continue with their sport participation out of school and beyond school years
- Children to work as a team, participate in competitive events and represent our school



Subject Leadership

Through their monitoring of the subject, the subject leader should be confident in leading the subject and assisting staff. The monitoring should be rigorous in PE and should allow the opportunity for staff to receive and act upon feedback given through staff meetings or training.

Teaching

Through implementing the key steps identified in the Action Plan, PE should be heightened across the school and children should be confident in talking freely about the subject. Teachers should be confident in teaching PE and should be teaching it regularly (twice weekly). With constantly being alert to any new resources available for successfully delivering our PE curriculum, this will allow opportunities for teachers to use resources in lessons which develop children's understanding of both prior knowledge and new learning.

Assessment

Assessment is in line with the school's Assessment Policy. Assessment opportunities are included in the study of each unit of work. Assessments are based on the National Curriculum level descriptors. Teachers will assess children's PE understanding throughout the year through looking at their understanding of vocabulary. There will be a strong focus on Assessment for Learning (AFL) and children will be encouraged to assess their own work where appropriate through 'acting like a coach' to give feedback to other children. Parents are informed of the pupil's progress during parents' meetings and in end of year reports.

Policy Review

When amended and ratified, this policy will be reviewed every two years.



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