

"Every child is a unique child of God."

WHINMOOR



ST. PAUL'S
C of E Primary School

Whinmoor St Pauls (VA) C of E Primary School

Physical Education Policy

At Whinmoor St. Paul's Church of England Voluntary Aided Primary School, everything we do is underpinned at all times by the Christian ethos of valuing the individual. We believe that every child is respected as a unique child of God, the future adults in society. We believe children are gifts from God and we are privileged to work with their families and carers, to enable them to live life to the full.

Every Child is a Unique Child of God

Agreed: November 2025

Review Date: October 2028

Signed: Chair of Governors: Mrs R Davies

Date: November 2025

Physical Education Policy

Our Mission and Ethos

At Whinmoor St Paul's Primary school we believe that every child is a unique child of God and lives in a world that God has made.

We aim:

- To provide a safe, happy and nurturing environment where every child can achieve their full potential
- To provide a curriculum which is knowledge-rich, wide, progressive, purposeful & connects to our community & the world we live in
- To enable each child, through fostering high expectations, to grow and develop intellectually, physically, spiritually, and morally in order to enable him/her to achieve their potential
- To develop attitudes which will be positively helpful to the individual child, the whole school and to society in general, valuing all faiths and cultures
- To build strong relationships with the local community, our city and the wider world

And to do all this as a caring community based on strong Christian values.

The Governing Body and staff of Whinmoor St Paul's Primary School take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

Rationale

Physical activity is essential for good health and plays a vital role in promoting positive well-being. Many of the leading causes of illness in modern society are linked to physical inactivity, making it increasingly important that children develop active habits from an early age.

Engaging in regular physical activity during the early years and throughout childhood is strongly associated with improved long-term outcomes, including better physical and mental health, higher educational attainment, and increased happiness. Being active helps children build confidence, develop resilience, and experience a sense of achievement, whereas prolonged sedentary behaviour can contribute to social, emotional, and health concerns.

At our school, we recognise that establishing these habits during the school years is crucial in supporting pupils to lead active, healthy lives—now and in the future. Through high-quality Physical Education and wider opportunities for movement, we aim to inspire all children to enjoy being active and to understand the lifelong benefits it brings.

The Chief Medical Officers Physical Activity Guidelines 2019 state:

- Children 5 and under who can walk on their own should be physically active every day for at least 180 minutes (3 hours). This should be spread throughout the day, indoors or outside. The 180 minutes can include light activity such as standing up, moving around, rolling and playing, as well as more energetic activity like skipping, hopping, running and jumping.
- Children and young people (5–18-year-olds) should engage in moderate-to-vigorous intensity physical activity (MVPA) for an average of at least 60 minutes per day across the week. This can include all forms of activity such as physical education, active travel, after-school activities, play and sports.
- Children and young people should engage in a variety of types and intensities of physical activity across the week to develop movement skills, muscular fitness and bone strength.
- Children and young people should aim to minimise the amount of time spent being sedentary, and when physically possible should break up long periods of not moving with at least light physical activity.

The guidance also highlights the risks of inactivity and sedentary behaviour for health. Prolonged sitting is harmful, even in people who achieve the recommended levels of MVPA.

Whinmoor Primary School is committed to promoting the health and well-being of Children, Staff, and families through the embedding of physical activity throughout the school day and beyond.

Who has supported the development of this policy?

Staff, children, governors and parents have fed into the content of this policy.

This policy links to the School Development Plan, PE Policy, PSHE Policy and the SEND Policy.

Aims

At Whinmoor St Paul's, we recognize 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 for Early Years is Commando Joe's. This programme promotes teamwork, leadership and character development through engaging, mission-based physical challenges. Together, these experiences ensure our 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.

Implementation of Policy

Teaching and Learning

At Whinmoor St Paul's we use a variety of teaching and learning styles which involve a mixture of whole-class, group and individual activities. Our teaching of PE follows the *Beyond the Physical* scheme, which supports children in developing both the 'know what' (knowledge of skills, techniques and rules) and the 'know how' (application, decision-making and movement competence). The curriculum is built around three core principles — *Move, Solve and Connect* — which guide pupils in developing physical skills, applying them creatively, and understanding how they link to wider learning. These principles help children not only to perform skills but to think, problem-solve and connect their learning to real-life contexts, ensuring a deeper and more meaningful engagement with PE.

In every lesson, our teachers model good skills and technique and also draw attention to good examples of individual performance to use as models for the other children. We have used the best research to create a well sequenced and progressive curriculum map containing the key concepts children need to be procedurally fluent in to perform, work and think like sporting professionals.

We encourage children to evaluate their own work as well as the work of others, helping them to develop reflective habits and a deeper understanding of how to improve. Our curriculum is deliberately child-led, giving pupils opportunities to be creative, make choices and take ownership of their learning. Within lessons, children collaborate, problem-solve and explore skills together, while also experiencing healthy competition. A wide range of resources support them in designing, adapting and refining their ideas.

Every lesson is structured around clear STEP teaching techniques, supported by a broken-down success criteria. Learners are introduced to this throughout each lesson and revisit and review it as the start of the following lesson to celebrate their progress. Activities are always differentiated and tailored to the needs, abilities and interests of the class. Planning provides clear ways to simplify or extend tasks (using the STEP approach), ensuring every child is actively involved and appropriately challenged.

Early Years Foundation Stage

At Whinmoor St Paul's in EYFS, the area of learning related to Physical Education provision is Physical Development. This area of learning aims to improve the coordination, control, manipulation and movement of children.

Key Stages 1 and 2

At Whinmoor St Paul's all class take part in a 1 one-hour indoor Physical Education session and a 1 one-hour outdoor Physical Education session. The Physical Education curriculum is derived from National Curriculum programmes of study for Physical Education. The curriculum provides a structure for planning and states which areas of Physical Education are to be taught in each year group.

The Physical Education National Curriculum objectives for Key Stage 1 are:

- 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

The Physical Education National Curriculum objectives for Key Stage 2 are:

- 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

In addition to this, at some time in Key Stage 2 (Year 4) children will participate in swimming.

Clothing Requirements

At Whinmoor St Paul's, children are expected to wear appropriate clothing for PE sessions.

Indoor Physical Education Kit

- Plain white t-shirt or long-sleeved top
- Plain black shorts or leggings

- Pumps/trainers

Outdoor Physical Education Kit

- Plain black tracksuit bottoms or leggings
- Plain black, green or grey jumper or hoodie
- Appropriate trainers/suitable footwear

Long hair should be tied back so that it does not interfere with a child's vision and glasses removed where possible. All clothing and footwear should be suitable for the activity and teachers should check this regularly. Children come to school in their PE kit on the day their class is timetabled to have PE.

Jewellery in Physical Education

For health and safety reasons, no earrings or jewellery may be worn during Physical Education, swimming lessons or extra-curricular sporting activities. If your child has pierced ears or wears jewellery, these must be removed before school on PE and swimming days. If a child arrives at school wearing earrings on a day when they have physical activity, they must remove them independently. Staff are not permitted to remove or replace earrings for any pupil. Children are responsible for storing their own earrings safely if they remove them at school. For this reason, we strongly recommend that children do not wear earrings for PE or swimming days. In cases where stud earrings cannot be removed due to recent piercing, they must be securely covered with tape for the duration of the activity.

Inclusion

At Whinmoor St Paul's inclusion in physical activities means that all children have access to learning opportunities regardless of race, gender and ability. We aim to create an environment in which all children learn to respect and value each other and each other's interests. This is achieved by employing the following strategies:

- Having equal expectations of boys and girls – not letting girls opt out or boys dominate team organisation
- Teaching mixed gender/ability groups and pairs
- Structuring activities so that all are fully involved
- Providing opportunities for children to present their work to others
- Recognising the need to extend more able children and targeting them for school teams/signposting them to particular clubs
- Anticipate needs and provide support as required. This could be the provision of specialist equipment, adult support or modified teaching

Resources

The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning.

Children are encouraged to:

- Look after resources
- Use different resources to promote learning using the STEP approach
- Return all resources tidily and to the correct place (whilst supervised)
- Be told of any safety procedures relating to the carrying or handling of resources

All other resources are located in the PE cupboard or with PE Lead.

Planning, Assessment and Recording

At Whinmoor St Paul's, planning is guided by the *Beyond the Physical* scheme. Teachers use the knowledge organisers to understand the progression of key concepts before teaching each unit, ensuring that all National Curriculum objectives are fully met. Planning follows the structured learning pathways provided by the scheme, allowing pupils to build skills progressively and with clear purpose. Throughout each unit, teachers make ongoing assessments of pupils' abilities, using these observations to inform next steps and ensure every child continues to make strong progress across their time in school. Overall progression in Physical Education is commented upon through data reports. Assessment is recorded on an online platform called Sonar.

Special Educational Needs and Disability (SEND)

At Whinmoor St Paul's, Physical Education plays an important role in supporting all learners, including those with a wide range of additional needs - whether physical, social, emotional or cognitive. Physical Education is naturally broad and open-ended, offering rich opportunities for children to problem-solve, develop independence, collaborate with others and practise self-regulation in a practical, active setting. Our lessons are designed to be fully inclusive, ensuring that every child, regardless of ability or need, can participate meaningfully, experience success and make progress.

Health and Safety

At Whinmoor St Paul's all teachers should make themselves aware of the health and safety for the areas of activity that they are teaching. All risk assessments are available for all teachers to read that are linked to the type of activity and area in which they will be teaching. Teaching takes place in the hall, on the field and on the playground. Prior to any Physical Education lesson, staff will assess any further risks and address them appropriately before any activity takes place. Any other

adults working with the children should be made aware of individual needs of the children they are working with where appropriate.

All children must be taught how to handle apparatus and resources appropriately. They should be taught to recognise hazards, assess the possible risks and take steps to control the risks to themselves and others.

Role and Responsibilities of the PE Lead at Whinmoor St Paul's:

- Support teachers to implement the Physical Education curriculum map effectively and providing them with support to master the content knowledge and content pedagogical knowledge required to teach Physical Education to a high standard
- Support and advise colleagues in the planning, delivery and assessment of Physical Education
- Inform colleagues of changes that occur regarding teaching and policy
- Provide resources for staff that are accessible
- Keep up to date with current developments through attending courses and disseminate this information to staff through training days and informal meetings
- Be responsible for auditing resources available for use in all Physical Education activities
- Report any broken or 'defect' equipment to the Headteacher
- Order/replace any consumables, materials or resources required for the safe delivery of the Physical Education curriculum.
- Use, share and increase awareness in the teaching of Physical Education
- Monitor the quality, development and delivery of Physical Education throughout the school.
- Ensure that children have the opportunity to become involved in extracurricular clubs to further develop skills and talents
- Ensure children are taking part in competitive sport through intra and inter-school competitions

Equality of Opportunity

At Whinmoor St Paul's all children have an equal opportunity to become independently active. The children's needs and interests will be protected regardless of gender, culture, ability, disability or aptitude. All children will be given the opportunity to develop their capability in the attainment targets for Physical Education. Quality and excellence is the target for all children. Physical Education experiences will reflect the school policy on promoting equal opportunities for all children in terms of organisation, opportunities and access to resources.

Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

Evaluation

On a termly basis, Mr. Cherkowski will engage with pupils and members of the school community to gather their feedback on how effectively we are promoting a well-rounded, active school environment and the opportunities available to our students. As part of his role as PE leader, he will also conduct regular lesson observations to ensure that PE is delivered to a consistently high standard and provide targeted support, including delivering Continuing Professional Development (CPD) for staff where necessary.

Monitoring and evaluation of the PE and school sport policy will include reviewing the number of out-of-school-hours learning opportunities and pupil participation rates. Relevant external assessments, such as OFSTED reports, will also be considered to inform ongoing improvements and ensure that the provision of Physical Education and school sport continues to meet high-quality standards.

Date completed: November 2025

Date of review: October 2028

Physical Education Lead: Mr J Cherkowski

Head Teacher: Mrs L Vaughan