



Physical Education Policy



1	Summary	Physical Education Policy			
2	Responsible person	Andrew Ritchie			
3	Accountable SLT member	Tracey Johnson			
4	Applies to	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Andrew Ritchie			
6	Who has been consulted and recommended policy for approval				
7	Approved by and date	Caroline Knight September 2024			
8	Version number	3			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website <input type="checkbox"/> Y <input checked="" type="checkbox"/> N Academy website <input checked="" type="checkbox"/> Y <input type="checkbox"/> N SharePoint <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	16.09.24			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



1. Purpose

The purpose of this policy is to describe the intent and implementation of the physical education curriculum at Thorpepark Academy.

2. Curriculum Intent

The teaching of PE is part of the broad and balanced curriculum offered to all pupils at Thorpepark Academy. All year groups from Year 1 to Year 6 follow the National Curriculum to ensure full and in-depth coverage of all the objectives. In addition to this, pupils at Thorpepark will have opportunities to participate in a range of sports to provide varied skills, and are able to study a movement unit (dance/gymnastics) and a ball sport (rugby league).

Foundation stage pupils continuously access activities to promote movement and developing motor skills.

3. Curriculum Implementation

PE is taught in weekly sessions by either teachers or specialist coaching staff. Each PE topic is taught over a half term, enabling the children to develop their skills on a week-by-week basis. Year 5 children participate in swimming lessons across several weeks in order to meet the government requirements for water safety.

LTP planning is done with an overview of the whole school to ensure that there is a broad and balanced coverage of elements and skills. The National curriculum for KS1 is repeated in Year 1 and Year 2. The National Curriculum objectives for KS2 are spread across the Year groups.

The skill progression is in addition to the objectives to ensure that there is an even split between and knowledge based and skill-based curriculum. Pupils will have the opportunity to develop specific skills by building on what they can already do. These skills are classified under six physical subject areas; dance, gymnastics, games, swimming, outdoor activities (e.g. orienteering) and athletics, as well as evaluation and healthy lifestyles.

PE curriculum planners are used for short term planning to organise the skills and knowledge for a successful PE curriculum. They include National curriculum references, key vocabulary, and sticky skills from the current and previous year groups- Complete PE across the school.

Topic webs are shared with parents through the website, social media and hard copies. This is to ensure that parents can support the home learning partnership.

Physical education is an inclusive subject. All pupils are required to participate in PE activities where possible. All activities planned for are adapted to ensure that all pupils have access to the learning, unless it is explicitly not feasible for the child to do so. SEND pupils are required to join in with most PE activities and planning, delivery and



assessment will reflect this. Pupils with physical disabilities meet individual targets during PE as well as during physiotherapy sessions with outside agencies. Each child is provided with a drawstring bag that will have a change of clothes (Tshirt) provided by the school. This is kept at school and washed on a rota system by the class teacher. Sandshoes and jumpers are also used and available to ensure children can access PE.

5. Enhancing the curriculum with visits and visitors

Visits and visitors into school are an essential part of the enriched curriculum and should provide opportunities for cross curricular learning.

6. Curriculum Impact

Pupils are assessed after each new unit of learning. This is tracked to inform planning on the next steps in learning. This is reported yearly on O track and monitored by the subject coordinator.

Pupil interviews, lesson visits and book look will demonstrate what knowledge the pupils can remember and the skills that they have. These monitoring and evaluations measures will quality assure the consistency of art across the school.

Subject reports are completed termly and yearly to share data, training and information about the subject with the Head of School and Governors.

7. Roles and Responsibilities including monitoring of standards

Senior leaders are responsible for ensuring time, resources and support is provided so leaders can carry out their role effectively.

Subject leaders are responsible for the monitoring and evaluation of PE across the school. This will include:

- Supporting staff with planning and delivering PE.
- Providing CPD opportunities either in house or through different services
- Lesson visits and drop ins
- Working with subject leaders across the trust to develop subject
- Reporting to the Head of school and governors termly
- Working with outside agencies in order to ensure high quality teaching and extra-curricular support for all children.

Class teachers are responsible to plan, prepare, deliver and assess PE lessons which help build a repertoire of skills. This will also include:

- Audit and orders of resources are carried out regularly to ensure suitable resources are available for the activities to happen.
- Ensure all pupils are taking part in a variety of PE activities with a focus on skills progression
- Ensure all pupils build on previous subject knowledge, and transfer skills between games and activities.

Governors are to be a link between school and the governing body, they will work closely with school leaders to hold staff to account and drive improvement.