



Physical Education (PE) Policy

Cockerham Parochial C of E Primary School

Where a love of learning grows

"I can do all things through Christ who strengthens me."

Philippians 4:13

Policy Date: July 2026

Review Date: July 2027

Physical Education Policy

Vision

At Cockerham Parochial C of E Primary School, we believe that Physical Education is an essential part of every child's education. Through high-quality PE, sport and physical activity, pupils develop confidence, resilience, teamwork and respect while learning the importance of leading healthy, active lives.

Our Christian values underpin all aspects of PE. We encourage children to demonstrate perseverance, honesty, friendship, fairness, respect and compassion, celebrating individual achievement whilst supporting others to succeed.

We aim to provide an inclusive curriculum that enables every child to flourish physically, socially and emotionally.

Aims

Through the teaching of Physical Education we aim to:

- inspire all pupils to develop a lifelong enjoyment of physical activity;
- provide opportunities for all children to succeed and excel in competitive sport and other physically demanding activities;
- develop competence and confidence across a broad range of physical activities;
- improve children's physical literacy, fitness, strength, balance, coordination and agility;
- encourage healthy lifestyles and positive attitudes towards physical wellbeing;
- develop resilience, teamwork, leadership and communication skills;
- promote fairness, respect, sportsmanship and inclusion;
- provide opportunities for competition, cooperation and personal challenge;
- ensure all pupils experience success regardless of ability.

Statutory Curriculum

PE is taught in accordance with:

- The Early Years Foundation Stage Framework
- The National Curriculum for England (Key Stages 1 and 2)

Curriculum Intent

Our curriculum is designed to ensure children:

- develop fundamental movement skills;
- become physically confident;
- understand the importance of health and wellbeing;
- participate in a wide variety of sports and physical activities;
- develop tactical awareness;
- improve performance over time;
- work collaboratively and independently;
- enjoy physical activity and develop habits for lifelong participation.

Early Years Foundation Stage

Children develop their physical skills through the EYFS curriculum and continuous provision.

Learning focuses on:

- gross motor development;
- fine motor development;
- balance and coordination;
- spatial awareness;
- movement control;
- manipulating equipment;
- healthy lifestyles;
- cooperation and confidence.

Children have daily opportunities for active learning both indoors and outdoors.

Key Stage One

Pupils are taught to:

- master fundamental movement skills including running, jumping, throwing and catching;
- develop balance, agility and coordination;
- participate in team games;
- apply simple attacking and defending tactics;
- perform dances using simple movement patterns;
- develop confidence in a range of physical activities.

Key Stage Two

Pupils continue to build upon previous learning by:

- using running, jumping, throwing and catching in isolation and combination;
- playing competitive games and applying attacking and defending principles;
- developing flexibility, strength, technique, control and balance;
- performing dances with increasing creativity;
- participating in outdoor and adventurous activities;
- evaluating and improving their own performances;
- setting personal goals and striving to achieve their personal best.

Swimming and Water Safety

By the end of Key Stage Two pupils should:

- swim competently, confidently and proficiently over at least 25 metres;
- use a range of recognised strokes effectively;
- perform safe self-rescue in different water-based situations.

Swimming is provided in accordance with the school's curriculum plan.

Curriculum Organisation

The school follows a carefully planned PE curriculum using a two-year rolling programme for mixed-age EYFS, Key Stage 1 and Key Stage 2 classes where appropriate.

The curriculum ensures:

- full National Curriculum coverage;
- clear progression of knowledge and skills;
- increasing challenge across year groups;
- regular opportunities for assessment.

PE Passport, Max Whitlock Gymnastics and Cross Curricular Orienteering are used to support curriculum planning, assessment and progression.

Children receive a minimum of two hours of high-quality PE each week.

Where swimming replaces one PE lesson, pupils not attending swimming receive an equivalent PE session.

Physical Activity Beyond PE

We recognise that children should be active for at least 60 minutes every day.

The school promotes this through:

- active playtimes;
- active learning across the curriculum;
- enrichment activities;
- after-school clubs;
- sports competitions;
- walking initiatives;
- outdoor learning opportunities.

Teaching and Learning

Teaching is planned to ensure children:

- build on prior learning;
- develop physical competence;
- experience challenge and success;
- work individually, with partners and in teams;
- evaluate and improve performance.

Lessons typically include:

- warm-up activities;
- skill development;
- application through games or challenges;
- cool down and reflection.

Teachers model correct techniques and provide clear demonstrations, questioning and feedback.

Learning is differentiated to meet individual needs.

Inclusion

Every child is entitled to participate fully in Physical Education.

Teachers ensure that activities are adapted to enable all pupils to achieve success.

Provision includes:

- differentiated tasks;
- adapted equipment;
- modified rules;
- additional adult support where appropriate;
- STEP principles (Space, Task, Equipment and People);
- appropriate challenge for higher attaining pupils.

Children with SEND are fully included wherever safe and appropriate.

Equal Opportunities

All pupils have equal access to PE regardless of:

- gender;
- ethnicity;
- disability;
- religion or belief;
- socioeconomic background;
- ability.

The school actively challenges stereotypes and promotes positive role models within sport.

Assessment

Assessment is ongoing and informs future planning.

Teachers assess:

- physical competence;
- application of skills;
- teamwork;
- decision making;
- personal development;
- knowledge and understanding.

Assessment is recorded using PE Passport.

Information is used to:

- monitor progress;
- identify pupils requiring additional support;
- inform reports to parents;
- evaluate curriculum effectiveness.

Resources

The school maintains a wide range of equipment for:

- invasion games;
- striking and fielding;
- net and wall games;
- athletics;
- gymnastics;
- dance;
- outdoor and adventurous activities.

Resources are regularly checked and replaced where necessary.

The PE and Sport Premium is used strategically to:

- improve teaching;
- provide professional development;
- purchase resources;
- broaden sporting opportunities;
- increase participation;
- improve physical activity across school.

Health and Safety

Health and safety is paramount.

Teachers are responsible for:

- carrying out dynamic risk assessments;
- ensuring equipment is safe;
- checking learning environments;
- ensuring pupils wear appropriate PE kit;
- removing jewellery or ensuring it is made safe in line with school procedures;
- ensuring long hair is tied back;
- following school safeguarding and first aid procedures.

Medical information is shared with relevant staff.

Appropriate first aid provision accompanies all off-site activities.

Educational visits follow Local Authority guidance and school risk assessment procedures.

Behaviour and Expectations

Children are expected to:

- participate positively;
- respect others;
- follow instructions;
- care for equipment;
- work safely;
- demonstrate good sportsmanship;
- celebrate effort and achievement.

Positive behaviour reflects our Christian values.

Cross-Curricular Links

PE contributes to learning across the curriculum including:

Science

- healthy bodies
- exercise
- nutrition

Mathematics

- measuring
- timing
- scoring
- statistics

English

- speaking and listening

- evaluation
- vocabulary development

PSHE

- teamwork
- resilience
- emotional wellbeing
- healthy lifestyles

Computing

- video analysis
- performance evaluation
- digital assessment tools

Extra-Curricular Opportunities

The school offers opportunities for pupils to extend their participation through:

- sports clubs;
- festivals;
- inter-school competitions;
- coaching sessions;
- leadership opportunities;
- community sporting events.

Where possible, strong links are developed with local sports clubs to encourage lifelong participation.

Monitoring and Evaluation

The subject leader monitors PE through:

- lesson observations;
- learning walks;
- planning scrutiny;
- assessment analysis;
- pupil voice;
- staff discussions;

- monitoring PE Passport data;
- equipment audits.

Findings inform the School Development Plan and future professional development.

Professional Development

The school is committed to continuous improvement in PE.

Staff receive professional development through:

- external training;
- specialist coaching support;
- local authority networks;
- PE Passport updates;
- collaborative planning;
- curriculum development opportunities.

Role of the PE Subject Leader

The PE Subject Leader is responsible for:

- leading curriculum development;
- monitoring teaching and learning;
- supporting colleagues;
- managing resources;
- monitoring assessment;
- overseeing the PE and Sport Premium;
- ensuring statutory requirements are met;
- promoting high-quality PE across the school.

Policy Review

This policy will be reviewed annually by the PE Subject Leader and Senior Leadership Team.

Policy Adopted: July 2026

Next Review: July 2027