



# PE POLICY

*"It is not in the stars to hold our destiny but in ourselves."*  
William Shakespeare

To be reviewed: every 3 years

Adopted by Governors: N/A

Previously Amended and Reviewed: January 2019/ March 2023

To go to: Curriculum Committee

Most recent amendment and review: RC/KS/ST Jan 2026

Approved by Governors:

## Intent

Our long term aim is to instil a lifelong love of physical activity / sport by providing the children with basic fundamental skills that will progress the children's physical abilities (for sustained periods of time), the opportunity for all children to engage in competitive sports and activities (both intra and inter school), leading and promoting healthy and active lives, develop team building skills through cross curricular PSHE, demonstrate an outstanding sporting conduct and to provide opportunities to be sports Subject Leaders once the skills / rules taught have been mastered. Our children will be provided with high quality provision delivered by specialist Subject Leaders in swimming, gymnastics, dance and areas covered by Fleetwood Town Community Trust.

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 and activities
- Lead healthy, active lives.

## The aims of P.E at Shakespeare:

Our curriculum reflects the school's values and philosophy, promoting physical development, emotional wellbeing, and lifelong participation in physical activity.

1. To help children to learn how to co-operate with and consider each other.
2. To assist with the physical development of children.
3. To improve physical ability, movement and agility.
4. To develop an awareness of space in relation to self and others.
5. To offer a range of activities which prove both challenging and stimulating to every child.
6. To offer learning opportunities which extend every child regardless of their ability.
7. To enable every child to experience a sense of achievement and success.
8. To help children to develop confidence in their own ability.
9. To encourage pupils to take part in physical activities beyond school and lead an active lifestyle.
10. To instil a positive attitude to physical activity, to health and to fitness.
11. To meet the requirements of the National Curriculum Programmes of Study at Key Stages 1 and 2 and the Area of Learning 'Physical Development' at Foundation Stage.

Our PE aims are fully aligned with the school's philosophy and follow national and local guidance, including the LA Curriculum Policy, National Curriculum guidance and the DfES/QCA Foundation Stage Guidance. The curriculum is organised into Key Stages, with activities increasing in challenge as pupils progress through school.

Our curriculum is progressive and inclusive, ensuring that all pupils — including those with SEN and pupils who are more able — access a broad, balanced, and ambitious PE curriculum.

PE at Shakespeare equips pupils with key skills, tactical understanding, compositional ideas, awareness of fitness and health, and the ability to evaluate their own and others' performances.

Through PE, pupils take part in a wide range of activities and have opportunities to compete both individually and as part of a team. These experiences help children develop key skills such as tactics, balance, speed, coordination, understanding of fitness and health, and the ability to evaluate their own and others' performance.

# IMPLEMENTATION

## CURRICULUM AND SCHOOL ORGANISATION

PE is taught through a sequenced Scheme of Work based on the *Lancashire Primary PE Passport (2023)*. It is organised into the following units:

- a) Gymnastics
- b) Athletics
- c) Invasion Games
- d) Outdoor and Adventurous Activities
- e) Team Games
- f) Dance
- g) Yoga & Mental Wellbeing
- h) Net and Wall
- i) Basic Fundamentals
- j) Swimming

Integration with other subjects is encouraged where appropriate, allowing teachers to link physical activity with wider curriculum learning. The PE Scheme of Work is carefully sequenced to ensure clear progression of skills and knowledge across all year groups. Lessons are taught through a combination of direct instruction, guided practice and opportunities for pupils to apply skills in real situations. Our Scheme of Work is based on the *Lancashire Primary PE Passport (2023)* and is strengthened by a wide range of extra-curricular activities, including football, cricket, tennis, netball, athletics, rounders, dance, drama, multi-skills, hockey and Wake & Shake.

PE at Shakespeare is overseen by the subject leader, Mr Clarke, who ensures consistency, progression and high-quality provision throughout the school. The Scheme of Work is mapped across year groups and delivered weekly, with every child receiving two hours of timetabled PE each week to support physical development and promote active lifestyles.

Planning for PE is the responsibility of teachers. Plans are available to all teachers and leaders on PE Passport. Teachers use CPD training from dance, gymnastic and Fleetwood Town Community Trust specialists to inform planning and their teaching of PE.

### **Planning in PE is used to:**

- Set clear and achievable learning goals
- Ensure activities are matched to pupils' abilities, experiences and interests
- Secure progression, continuity and full coverage of key concepts across the school
- Provide criteria for evaluating the quality of teaching and learning

Curriculum planning is half termly and weekly and follows the proposed plan set out in the Scheme of Work. The format used in the Scheme of Work is based on the Primary P.E. Passport. Within the PE Passport, teachers have access to a full PE scheme of work with engaging, interactive PE lesson plans for each year group with each lesson containing clear, progressive learning objectives; differentiated activities and videos to support the narrative.

Pupils are taught in groups or as a whole class depending on the learning activity. PE lessons make use of a wide range of resources suited to the age and ability of pupils, as outlined in the Scheme of Work. Whenever possible, specialist coaches support teaching and contribute to staff CPD. Current external providers include Fleetwood Town Community Trust (delivering a range of activities and after-school clubs). Their work enhances the quality of teaching and supports staff development across school.

## **CROSS CURRICULAR THEMES**

All teachers are encouraged to include links to physical activities (not just sports, but any form of physical activity – e.g. dance, walking, etc) in all subject areas. Opportunities to include any form of physical activity into lessons should be recorded in teachers' planning.

## **ASSESSMENT**

Assessment in PE is used to:

- Provide diagnostic information about individual pupils and groups
- Support planning for future teaching and learning
- Offer teachers clear, summative information about pupil progress
- Share accurate and meaningful information with parents

Assessment in PE is used to identify individual and group needs, inform future teaching, provide teachers with summative information about attainment, and share progress with parents. This is input using 'P.E Passport' and monitored by the PE Lead and Senior Leadership Team (SLT).

Teachers assess pupils using a range of methods, including observations of performance, ongoing assessment during activities, and discussion or questioning to check understanding.

Assessment takes place throughout EYFS, Key Stage 1 and Key Stage 2 and is the responsibility of the class teacher. In the Foundation Stage, PE assessment forms part of the overall Foundation Stage Profile.

## **REPORTING**

Reporting to parents aims to provide a clear and accurate picture of each pupil's progress in PE. Parents of pupils in Foundation Stage, Key Stage 1 and Key Stage 2 receive a written annual report in July that meets statutory requirements and includes information on achievement, progress and wider skills. Reports are written by class teachers and signed by the Headteacher or Deputy Headteacher.

In addition, parents are invited to attend Parents' Evenings at various points in the year to discuss their child's progress, with opportunities for further meetings arranged at any mutually convenient time if needed.

## **SUBJECT LEADER**

In planning, the subject leader should review and contribute to teacher planning where appropriate, prepare a policy and Scheme of Work and develop this with the staff.

The subject leader will assist staff by planning/leading INSET activities, providing consultancy/advice, specifying and ordering all resources, co-ordinating staff requests for resources and monitoring and maintaining the condition and availability of resources.

The subject leader responsibility for monitoring and evaluating includes consulting with teachers, analysing pupils' access to P.E. and leading curriculum review meetings.

The subject leader professional development will include personal reading and access to external INSET/Advisory Teachers. Staff may also attend relevant courses through the Lancashire Professional Development Service (LPDS) as required.

## EQUAL OPPORTUNITIES

It is the responsibility of all teachers to ensure that every pupil has full access to the PE curriculum, regardless of gender, ability, giftedness, ethnicity or social circumstances, and that all pupils are supported to make the greatest progress possible. Monitoring the implementation of this policy is a shared responsibility between all teaching staff, the Subject Leader and the Headteacher.

## SEND and INCLUSION

All pupils have access to a broad and balanced PE curriculum that meets their individual needs. Teachers adapt and differentiate activities so that every learner can participate fully and make progress.

Support for pupils with special educational needs is planned and delivered collaboratively by class teachers, the SENCo and the PE Lead, ensuring appropriate provision across lessons and extra-curricular activities.

As part of our inclusive offer, the PE lead works closely with class teachers and the SENCo to identify opportunities for all pupil including those with a SEND need to participate fully in PE and, where appropriate, to represent the school in teams and competitions. Additionally, more able pupils, particularly in Key Stage 2, are provided with additional challenge through opportunities to represent the school in sports teams and competitions.

## EXTRA-CURRICULAR CLUBS

Pupils who wish to represent the school in sports teams are able to trial for various clubs and positions. These include but are not limited to: football, swimming, netball, athletics, rounders, tennis, cricket.

Clubs are available which can provide opportunities for SEN children and other children who do not typically like sports, to engage in physical activities. These clubs are made available to children from Years 1-6.

The PE lead organises and assists in the running of several clubs which run over the academic year (alongside his own afterschool clubs) that are provided to children in all year groups. These clubs are carried out with Fleetwood Town Community Trust as well as other outside sport subject leaders and clubs e.g. Ballroom, Taekwondo and Gymnastics. All administration relating to these clubs is carried out by Mr Clarke.

Clubs involving sports are available to children throughout KS1 and KS2 and are available to all pupils in the key stage.

## HEALTH AND SAFETY

Teachers delivering physical education need to:

- Understand their obligations relating to their duty of care
- Be suitable experienced and competent to teach the physical activity being offered
- Use regular and approved practice
- Be aware of any child/pupil at risk
- Ensure acceptable pupil behaviour at all times

Procedures should involve:

- Safety rules and regulations clearly understood by both pupils and staff
- All accidents and near misses comprehensively logged and reported to the appropriate body where required
- Communicate with parents about school policies and practice

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with Risk Assessments and safe practice to reduce the element of risk to the absolute minimum within their control.

- Staff are aware of pupils who have SEN with regards to physical activity and make special provision for needs where appropriate e.g. physical disability or medical
- Staff know about the safe practices involved in moving and using apparatus
- Pupils wear appropriate clothing, remove jewellery and tie back long hair. Please see earrings policy in our school uniform section on our website for further details. Each child will have a PE kit comprising of shorts and a t-shirt and pumps and does not discriminate based on gender, race, disability, sexual orientation or belief. A winter kit can be used in cold conditions comprising of grey and/or black jogging pants and a hoodie. Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics and dance
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in
- Equipment and apparatus are stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.
- School shoes are not permitted to be worn for PE

## **P.E. UNIFORM**

Staff teaching or attending PE should wear the PE kit provided by School and also consider their own and their pupils' safety with regard to their own additional personal clothing, footwear and jewellery when involved in the teaching of any sporting activity. *See our separate earring policy for further information.*

**Indoor P.E Kit.** - Children will wear the yellow t shirt, green shorts and pumps for all indoor P.E. lessons. Pumps must be worn for all gymnastics and dance activities. In the event of no pumps being in school, the children must complete all indoor P.E. sessions in barefoot.

**Outdoor P.E Kit.** - Children will wear yellow t shirt, green shorts and appropriate footwear (pumps or trainers). A winter kit can be used in cold conditions comprising of plain black jogging pants and a hoodie. This kit must keep the children warm.

If a child does not have the correct P.E. kit in school, they will be given an alternative role within the P.E. lesson.

Examples of alternative roles include:

- Assessment tasks
- Coaching or supporting a partner
- Officiating (e.g., scoring or timekeeping)
- Observation and feedback activities

## **RISK ASSESSMENTS**

All visit leaders or class teacher taking children out of school for a sports competition or inclusion event are responsible for ensuring a relevant risk assessment has been completed by the venue or if unavailable, for completing a general risk assessment of the venue and its facilities. This includes checks on sporting equipment.

We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE subject leader) as necessary.

Risk Assessments are in place for all school sporting trips, along with the requirement to record and submit all intended visits on the Evolve School Visits system. All School sporting trips and visits must have first been submitted to the EVC and Head Teacher for approval before a visit can go ahead. (Refer to our Educational Visit Policy for additional details.)

## IMPACT

The impact of our school P.E. provision and education will be measured using the following.

- Using governors, staff, pupil and parent/ carer voices, our school community talks positively and enthusiastically about P.E. in our school.
- P.E subject leader to talk to governors, staff, pupil and parent/ carer voices about their views of P.E. in school.
- Children in KS2 to demonstrate and use Subject Leadership qualities and deliver skills to lower age groups in school.
- Staff will assess children's progression in P.E using the primary P.E. passport iPad app with our P.E. lead to guide where necessary.
- Swimming data will be compared across schools in the local area and the national average with a big focus on water safety.
- Children will enter EYFS and leave KS2 using the following progressive skills
  1. Gross motor skills
  2. Fine motor skills
  3. Basic fundamentals
  4. Skills progression
  5. Develop personal bests
  6. Take part in team sports and games (represent school where possible)
  7. Show an outstanding sporting conduct
  8. Start to lead skills activities independently

## MONITORING and EVALUATION

Monitoring and evaluation is carried out to enhance teaching and learning and outcomes in P.E. It is the responsibility of the P.E lead, class teachers and SLT to ensure:

- **Curriculum Content:**  
Ensuring the content taught is appropriate and delivered in conjunction with the National Curriculum.
- **Pupils' Progress:**  
Monitoring pupils' progress and identifying factors that influence this progress, including teaching quality, available resources, and teaching methods.
- **Organisation and Teaching Methods:**  
Reviewing classroom organisation and the effectiveness of teaching strategies in supporting learning.
- **Effectiveness of INSET:**  
Considering how staff training (INSET) impacts teaching practice and contributes to improved learning outcomes.

Evaluation methods will include:

- **Assessing Pupils' Work and Achievements** to determine understanding, progress, and attainment.
- **Reviewing Coverage of Programmes of Study** to ensure the curriculum has been fully and appropriately taught.
- **Analysis of Teacher Planning** to check sequencing, clarity of learning intentions, and curriculum alignment.
- **Staff Discussion** to share insights, reflect on practice, and consider improvements.
- **External Inspection or Advice** to gain independent perspectives and professional recommendations.

Evaluations will be conducted **whenever the class teacher deems them appropriate.**

Mr Clarke has supported school in achieving the **Platinum School Games Mark**, demonstrating sustained excellence and commitment in school sport and physical activity.

Reviewed March 2023

Reviewed Jan 2026