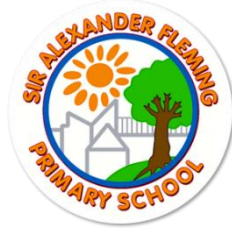


Sir Alexander Fleming Primary School and Nursery

'Belonging, Being, Becoming'



Physical Education Policy

Updated: September 2025

Review Date: September 2026

Our school values



SAFE – keep ourselves and others safe by making sensible choices within school, online and in the community.



RESPECT – have the social, emotional and nurturing skills to respect ourselves, our families and our communities.



PRIDE – be proud of what we all achieve by aspiring to work hard and become your 'best self'



BRAVERY – to overcome barriers by attempting difficult challenges by being resilient, independent and inquisitive.



SUCCESS – achieving high standards with a belief that with effort anything is achievable.

Rationale

At Sir Alexander Fleming Primary school, we **pride** ourselves on promoting an active and healthy lifestyle through the broad range of activities on offer in our curriculum, extra-curricular activities, and visits. We aim for our children to develop a love for physical movement, supported with the knowledge and understanding of successful and **safe** participation. Our curriculum aims to inspire **success** and **bravery** in physically demanding activities and develop children who are confident about health and fitness. Children at our school acquire knowledge of rules, strategies, and tactics in sports, so that they can be **respectful**. We aim to develop their character through the competitive and non-competitive opportunities on offer. Our children will actively and positively participate in PE, supported by their knowledge and motor competence.

Vision for PE

At Sir Alexander Fleming Primary School, we aim to promote, encourage, and support the achievement of all our pupils. We apply our school motto to our intent in Pe, in both lessons and extracurricular activities. We hope that all our children will **belong** to our sporting community and teams, **be** inspired and active, and **become** healthy and inspired athletes with a strong sportsmanship ethos. The work done within the subject of Physical Education is designed to complement, contribute, and support this aim as well as demonstrating our school values.

Our Physical Education curriculum offers a range of experiences that meet the needs of our individual pupils and allows the children to gain greater control over their bodies. Our activities and lessons are specifically chosen with rationale, and progression across year groups is carefully planned with recapping opportunities. With the knowledge that physical education can also make a significant contribution to a child's emotional, intellectual, and personal development, we focus on both thinking and physical me during PE lessons. We know we can develop our children's self-esteem and can improve their social, emotional, mental, and physical ability.

Through our curriculum, pupils gain both enjoyment and fitness. They develop an understanding of the skills necessary for developing independence, self-challenging work, teamwork, confidence, tolerance, and perseverance. They also begin to appreciate their own strengths and weaknesses as well as those of others. We encourage our pupils to participate in frequent physical activity throughout their lives, and strongly encourage pupils to attend extra-curricular activities available within school and to be aware of leisure opportunities within the community.

Physical Education Aims

Physical Education in the National Curriculum provides a basis for us to deliver a broad and balanced physical education programme which helps us to fulfil our main aims, which are:

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school and to promote the importance of a healthy and balanced diet:

- Develop a positive attitude and interest in a wide range of physical activities.
- Promote successful and inspiring athletes
- Raise awareness of issues regarding Health-Related Fitness with PE and other subjects.
- Raise awareness of the potential dangers of obesity and provide knowledge of health and fitness as well as safety

2. To provide equal opportunities for all children to access a broad and balanced curriculum that provides the opportunity to be physically confident:

- Provide a detailed coverage and range subjects.
- Offer activities, skills and sports links that are progressive through each year group.
- Differentiate through assessment and identification of each child's strengths and challenges.
- Adaptive teaching and competitions.

3. To contribute to the physical, intellectual, and social development of each child: size, strength, fitness, speed, gross and fine motor skills

- Aesthetic appreciation and the understanding of Dance and Gymnastics.
- Knowledge of a broad range of different activities or sports.
- Co-operate in groups as part of a team, playing to rules and mixing with children from other schools while showing a good level of sportsmanship.
- Knowledge of rules, strategies, and tactics as well as healthy participation.

4. To inspire success by providing opportunities for all children to achieve their full potential through curricular and extra-curricular activities:

- Active breakfast, lunch and after school clubs.
- Sports leader led activities
- Enrichment Wednesdays
- Change for life clubs and multi skills clubs.
- Trained industry professionals providing specialist experiences.
- Adaptative teaching
- Wide range of competitions aimed to inspire and engage.

5. To provide opportunities to participate in competitive sport, e.g.

- PE lessons, Inter-house, football, basketball, Sports Day, orienteering day, daily mile, race for life and the Alex Mile.
- Through our membership to the TWSSP, we have the opportunity to enter a variety of competitions across the whole school throughout the whole year.

To achieve these aims, Sir Alexander Fleming Primary School and Nursery will:

- Follow a broad and balanced PE curriculum (GetSet4PE) fulfilling the demands of the National Curriculum and differentiate lessons to meet the needs of all our children.
- Link PE to other subjects, assemblies and experiences where possible to demonstrate its importance through cross curricular learning.
- Ensure every child has 1 hour 45 minutes of good quality physical activity each week.
- Aim to ensure every child in Year 6 can swim 25 metres and has basic water skills.
- Provide opportunities for all children to participate in extra-curricular sport.
- Provide competitive and non-competitive experiences to encourage participation and enjoyment.
- Promote and give all children the opportunity to represent their school in competitive fixtures both within and outside of school sport.
- Encourage children who struggle with PE to take part in 'Change for life' and extra curricular activities.
- Aim to develop the fitness of each pupil, by ensuring a good pace in lessons and incorporating fitness activities across the curriculum.
- Complete pupil voice to identify areas to improve child participation.
- Aim to involve the community where possible. e.g. sports day, community club links, inter-school matches, outside coaching personnel, resources, secondary schools.
- Forge strong links with the TWSSP - sharing good practice, assessment, resources and competition.
- Provide an enjoyable experience where positive attitudes of sensitivity, co-operation and competition may develop and an environment where all children can enjoy and achieve.
- Use the government's Sports Premium funding effectively.
- Promote active brain breaks and additional learning while moving.
- Encourage and promote the daily mile

Sports Premium Funding

Through the allocation of Sports Premium funding, we can up skill and train our teachers and support staff, provide new opportunities to inspire all children by participating in a range of new and exciting sporting activities which will provide a lasting, sustainable, and positive effect on PE and Sport within our school and our community. We strongly believe in the health, social and emotional benefits of high-quality sport and PE for all our children and believe the enhanced provision and enriched PE and sport programme that the Sports Premium funding is helping us provide will ensure maximum impact on learning both in and beyond the school environment.

We plan to use the Sports Premium funding across the 5 key indicators:

Increased staff confidence, engagement of all pupils, profile of PE, broader range of sports and increased participation in competitive sport.

More specifically:

1. **Equipment**- Check and restock high quality equipment to support PE and playtimes to enthuse all children.
2. **Competitions**- Supporting and attending regular sports tournaments, festivals and competitions for all children organised by the school or School Sports Partnership.
4. **Specialist coaching**- Provide better learning opportunities for our children with specialist coaches and equipment.
5. **Staff confidence (CPD)**- Providing training and professional development opportunities for all staff, including qualified sports coaches working alongside primary teachers.
6. **Scheme of work**- Following a quality PE curriculum and schemes of work for each Key Stage.

PE at Sir Alexander Fleming Primary School offers the opportunity for children to:

- Become skilful and intelligent performers.
- Inspire to become successful athletes.
- Compete in competitive and non-competitive environments and demonstrate sportsmanship.
- Develop confidence and self-esteem during physical activities.
- Acquire and develop; skills and knowledge, performing with increasing physical competence and confidence, in a range of physical activities and contexts.
- Develop the ability to select and apply skills, tactics, and compositional ideas to suit activities that need different approaches and ways of thinking.
- Develop their ideas in a creative way.
- Set targets for themselves and compete against others, individually and as team members.
- Understand what it takes to preserve, succeed and acknowledge others’ success.
- Respond to a variety of challenges in a range of physical contexts and environments.
- Take the initiative to lead an activity and focus on evaluating and improving aspects of their own performance.
- Discover their own attitudes and preferences for different activities and different roles and responsibilities within the activities.
- Make informed decisions about the importance of exercise in their lives.
- Develop positive attitudes to participation in physical activity both in and out of the school curriculum.

Through the development of these physical, social, and cognitive competences children will be able to move safely, effectively, and efficiently, understand what they are doing and easily transfer these skills to achieve academic success across the curriculum. They will demonstrate **motor competence** (procedural knowledge), declarative knowledge, **healthy participation** and **knowledge of rules, , and tactics**. These aims will allow every child to become physically literate and continue a lifelong active lifestyle.

Curriculum Coverage

Sir Alexander Fleming Primary School strives to develop a broad and balanced Physical Education curriculum where all children can enjoy and achieve. Our PE coach and Pe lead have developed a timetable for each class to have two Physical Education lesson per week (45 minutes each) with access to all of our indoor and outside space. Alongside this, children have access to a large round of sporting activities during enrichment time. Every lesson will contain elements required by the National Curriculum as well as adaptation to suit the needs of the individual children.

EYFS:

The Statutory Framework says:

Nursery	Balance on one foot, Imitate simple movement, Pedals a tricycle, Balance on a beam, Pull up and climb down again on equipment, Catch a large and small balls, Throw a ball beginning to use under arm, Kick a ball with increasing power, stop it using foot and aiming at target, Crawl, run, tiptoe, jump, skip, run, VOCAB: Kick, catch, throw, ball, bike, foot, wobbly, up, down, climb, crawl, run, walk, tiptoe, jump	Copy a circle, Roll a sausage of dough, Balance a tower of blocks, Put pieces in to a jigsaw, Increasing dominant hand, Can copy a circle, line, cross, wavy line ad swirl, Copies letters in their name, Thread small and large objects, Join jigsaws, Cut along paper using scissors, Cut safely with a knife, Uses tools such as a rolling pin
Reception	Jump in place with 2 feet together Balance and hop on one foot Negotiate space and obstacles safely Demonstrate strength, balance and coordination when playing, Move energetically such as hopping, running, jumping, dancing, skipping and climbing. VOCAB: Balance, hop, swing, hang, feet, skip	Use a dominant hand, Cuts paper and card using scissors, Writes name and other words, Build models using joining techniques, Completes a jigsaw, Use a rolling pin to flatten dough and cut out a shape effectively, Use a variety of objects and a range of materials, Can thread items in to string independently, Use knives, paintbrushes with increasing independence

Activities include: Ball skills, Ball master, FMC’s, ABC’s, Space Orientation, Body Control, Recalling & Copying Movement Patterns, football, athletics, dance gymnastics.

Key Stage 1:

National Curriculum: 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

Activities to deliver this:

Invasion games, Dance, Gymnastics, Athletics, Striking and Fielding games (Cricket), Net and Wall, orienteering

Key Stage 2:

- National Curriculum: 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 [for example, through athletics and gymnastics]
 - Swim at least 25m, use a range of strokes effectively, and perform safe self-rescue in different water-based situations.
 - 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.

Activities to deliver this:

Invasion games, Dance, Gymnastics, Athletics, swimming, Net and wall games, striking and fielding games, orienteering, drum fit.

The curriculum has been designed to ensure a wide coverage of the National Curriculum. All classes will be expected to have covered the 2 activity areas for their specific year group in each half-term block.

PE in the Foundation Stage:

At Sir Alexander Fleming Primary School and Nursery, we believe that young children learn through using all of their senses through being active and interactive. Activities are planned specifically to ensure a safe, well-resourced environment, which helps them to build on and develop their confidence and independence. Children are given time to explore, create, experiment and refine their social, interpersonal skills as well as gross motor skills and hand-eye coordination. Teachers will provide children with a balance of opportunities for all round physical development using a range of equipment, apparatus, and stimuli to encourage the development of specific skills. Children in EYFS will focus on **fine and gross motor movement** development.

PE in Key Stage 1:

Children continue to build on their early experiences and move into paired and group activities. They begin to play simple games, explore and link actions, improve coordination and response to stimuli. They develop greater awareness of others and begin to develop their own ideas and creativity. Children improve their use of apparatus and equipment and continue to develop gross motor skills and hand-eye coordination. Children focus on developing excellent fundamental movement skills and recalling movement schemas. They learn to refine skills in throwing, catching and kicking and working cooperatively. They continue to develop co-ordination, balance and achieve greater control over their movements. They develop their visual and auditory awareness and begin to express themselves through movement and communicate ideas and feelings about their performance.

PE in Key Stage 2:

Children build on their previous experiences and the seven fundamental movement skills through a broader P.E curriculum. They learn specific skills and refine and improve existing ones. Children learn and demonstrate the importance of teamwork in pairs and small groups and are taught common skills and principles for playing games with increasing complexity. They are given opportunities to be creative in developing their own rules, strategies and tactics as well as learning the conventions of traditional games. Children will take part in competitive experiences and develop greater awareness over the importance of their efforts, winning with modesty, and losing with grace. Children learn about the benefits of physical activity and how to take part in a healthy and safe way. Children begin to sequence movements with greater complexity, and develop poise and control over their actions, including equipment and apparatus. They respond creatively to stimuli and improve compositional work, performance, and content. They become confident at evaluating their own performances and others, and reflect on how they can refine and improve their skills. Children develop greater awareness of the importance of physical activity and the effect upon their own body.

Contribution of PE to teaching in other curriculum areas

English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama and dance.

Science

Links between heart rate and circulatory system in Year 6. Links to Year 3 skeletal system and bones. Links to healthy and balanced diet, exercise and nutrition.

Assembly

Celebration assembly every week with sporting achievements. Celebrate individual and team success. Assemblies focused on Women in sport, identifying success. Sports leaders.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation, time and orienteering times tables.

ICT

Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique. During orienteering times tables, children will scan a QR code which will give them an equation to solve and a clue for the next QR code.

PSHE

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

British Values

Through sport children are taught the values of respect, trust, honesty, friendliness and perseverance.

Healthy Eating/ D&T

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through a cookery club and a change for life club.

SMSC

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

Inclusion and Equal Opportunities:

All children at Sir Alexander Fleming Primary School are entitled to participate in the P.E. curriculum regardless of ethnicity, gender, religion, or special educational need. At Sir Alexander Fleming Primary School, we feel that it is essential that all children's efforts are valued and supported in a safe and secure environment. Where children have specific sensory and physical needs, adaptations to the curriculum may be necessary to ensure that children have every opportunity to succeed at their stage of development.

Teachers can develop and differentiate tasks by outcome. More able children can be challenged by extending the specific task and less physically able can be encouraged to achieve success by breaking the task down into simple progressive stages to be addressed where appropriate. Teachers are aware that they need not teach rigidly within the programme of study for each key stage. To enable the small proportion of children who may need more provision, to progress, demonstrate achievement and succeed, teachers can adapt and differentiate activities according to the needs of the children. For children with EHCPs, APDRs should be consulted, and teachers will select materials and strategies which enable inclusion. Material can also be selected from earlier or later key stages and presented in a context which is suitable for the child's needs. Teaching assistants may also be used to help individualise tasks ensuring progress in every lesson. As a school we strive to ensure achievement is possible for all children.

Sports Committee and Leaders

Children are nominated to be on the Sports leaders each academic year. This is a very important position for children to hold. The Sports leaders meet at lunchtimes once a half term to discuss sporting opportunities that have taken place during the previous half term and also to plan for new opportunities for the term ahead, evaluating and monitoring their successes. They will be asked to express their opinions and views on how sport at Sir Alexander Fleming is running and will provide an important link between the children and the school leadership team. In addition to this, the children will help organise and run events during Sports Week and active lunch times. The sports leaders will encourage active playtimes and run lunch time activities, demonstrating rules, strategies, and tactics. E.g speed bounce competitions.

Assessment

Formative assessment, in the form of verbal feedback during lessons, is an essential and integral part of PE. This may come from the coaches, teacher, teaching assistants or other children during the lesson but children are encouraged to self-assess and set themselves targets for the next lesson. Children will often be given short-term pointers throughout each session to improve their immediate performance of a skill.

As with all lessons across the curriculum, the main method of gathering evidence and assessing achievement is made through a continuous process of teacher observation, questioning and answering. This is a continuous informed assessment based on the knowledge of the child and the content of the work which is displayed. All of this will allow our teachers and PE coach to assess individual children on a 'traffic light' system against the skills they have been introduced to.

The PE coach will assess the children based on their knowledge, skill acquisition, and healthy participation.

Teachers and sports coaches will use the **formal assessment document provided** by GETSET4PE to assess and track pupil progress.

Resources

Our PE timetable allows all children to access two hours of exercise and 1 hour 45 minutes of quality PE with use of all our facilities. This includes outdoor learning, lunch time activities and the daily mile.

Teachers are supported by the PE scheme GETSET4PE for sequential and progressive lessons.

The hall contains good quality gymnastics apparatus including fixed climbing frames and a variety of moveable and hook-on pieces.

Playground and markings of netball, basketball, tennis, and football pitches remain all year round, while the field markings change from games markings in the winter to athletics in the summer.

Children and staff should have access to a range of well-organised, appropriate resources to develop the ability to select the appropriate equipment for a task.

During lunch time, certain equipment is available to encourage active break and lunch times. This includes footballs, basketballs, tennis rackets, skipping ropes.

New equipment has been bought using our PE funding to ensure high quality resources are available to all children.

Teachers will ensure that all resources are available when they are needed.

Everyday resources will be stored and available from the PE storage areas and returned appropriately after use.

Teachers will notify the PE Coordinator of damaged resources.

Children should be taught to use resources/equipment appropriately and safely.

Teachers should use a range of resources to differentiate for all children's needs.

Any new equipment needed must be discussed and ordered via the PE coordinator who has control of the PE budget.

Teachers will access 'Power of PE' if the PE coach is absent to support with delivering PE lessons effectively. The PE coach or PE lead will ensure that classes know when the PE coach is absent from school.

Risk Assessment and Safety

At Sir Alexander Fleming Primary School, staff understand that risk assessments are a legal requirement under the 'Management of Health and Safety at Work Regulations 1992'. Risk assessment is largely a process of logic, common sense and sound planning and should be applied to any activity that forms part of the PE programme. Once the 'hazard' has been identified then risk control means that precautions should be implemented which minimises or prevent harm. Regular checks and risk assessment should be made by all teachers as well as ongoing risk assessments, annual safety checks and repairs. Teachers should continuously check equipment and apparatus as it is being taken out and used in every lesson. If a significant hazard has been identified, it should be immediately taken out of use and reported to the PE coordinator.

PE Kit

Sir Alexander Fleming Primary School staff expect all children and adults to change for PE into the agreed clothing for each activity area. Children are expected to wear the school PE kit to ensure safe participation during all lessons. From an early age getting changed independently and understanding the health, fitness and safety aspects within Physical Education is a priority and is one of the first elements we teach our reception children.

Jewellery

Jewellery should not be worn during PE and children are required to remove items such as earrings, necklaces, watches etc. Pupils are responsible for the safe storage of their own property. Items such as earrings, which the child may be unable to remove, should be covered by surgical tape. Long hair should be tied back out of children's eyes.

Medical Needs

The PE coach are first aid trained and each class has a record of individual needs of the children. A full first aid list is available at the main office. Children take their own inhaler and spacer to each activity and if the class is leaving the school grounds an emergency inhaler is taken. If any other medical equipment, such as an epipen is required the staff are made aware and it is taken with them.

Changing for PE

Throughout the school, there are always two adults in the class when children are getting changed for PE or any afterschool club. Older children are given the opportunity to get changed in single sex groups. All children are expected to get changed into the school PE kit; the needs of children with religious or cultural beliefs are respected. In the event of a child forgetting or not bringing their PE kit, teachers should try, where possible, to keep spare PE clothes to ensure all children can participate in two hours of PE. If this continues to occur then parents will be informed.

Children do not miss PE sessions due to not having the appropriate kit – as a school we support them with this.