



PE Policy
2025- 2026

Our Vision

Rampton Primary School aims develop the whole child. Our priority is to create conditions to enable every child to stimulate their natural curiosity and apply their creative thinking. Our curriculum has been designed to empower all our pupils to have curious minds and become active, confident, independent learners, giving each child 'the opportunity to think' rather than telling them 'what to think.' We embrace and celebrate every child's uniqueness, continually providing opportunities to develop their resilience, knowledge and skills, thus providing them with the cultural capital necessary to live a happy, healthy, truly fulfilling life.

At Rampton Primary School we believe that P.E. and Sport have a vital role to play in the physical, social, emotional and intellectual development of children as well as the role it can play in relation to a child's spiritual, moral and cultural development. Physical Education and sport are important in giving children the knowledge, understanding and the tools to make informed choices about healthy living and have a positive impact on their own health and well-being we are currently maximising the benefits of P.E. to improve academic performance, behaviour and social relationships, whilst holistically developing all children. It is a real opportunity for both teachers and children to consolidate and work on the values that underpin every aspect of school life.

Our Intent

Physical Education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive, co-operative and face up to different challenges as individuals and in groups and teams.

It promotes positive attitudes toward healthy and active lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive, cooperative and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their aptitudes, abilities, preferences and make choices about how to get involved in lifelong physical activity.

Our aims

We aim to provide opportunities to increase children's self-confidence through an ability to manage themselves successfully in a variety of situation. Children are provided with opportunities to take part in a wide range of sports activities which are carried out in a safe and supportive environment, where effort and hard work, as well as success, is celebrated and enjoyment and working together as a team is promoted.

Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get

involved in lifelong physical activity. Physical education has the potential to make significant contributions to, and provide substantial support for, many areas of the curriculum.

Objectives

Rules, vocabulary and game skills such as attack, defence and fielding will be taught. Staff encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations. During P.E. lessons, staff can refer to work in other curriculum areas when appropriate. In order to progressively develop, children should follow written and verbal instructions accurately.

The schemes of work identify planned opportunities for pupils to develop a range of skills and to appraise their performance. There are opportunities for individual and/or group activities so pupils can express their feelings verbally and learn how to work cooperatively as well as on their own. Staff encourage pupils to improve in a particular sport or skill over a period of time adhering to the School reward systems in order to encourage pupils to achieve their full potential and experience a feeling of achievement. Pupils are encouraged to share their experiences/culture with others in order to enhance the quality of learning and to develop socially and inclusively.

Implementation

Time Entitlement

The government recommends that all Primary School children should have access to 2 hours timetabled P.E. curriculum provision per week. In addition, extra P.E. activities can be provided through the schools after school clubs.

The hall timetable is allocated for 2 sessions per week for each class from Nursery and Reception to Year 6. Classes will have priority use of the hall, playground or school field depending on the activity that is being taught.

Curriculum/links with other subjects

A combination of Schemes of Work and programmes of teaching and coaching resources from P.E. courses attended are used to fuse together and create a good P.E. programme. 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.

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities both in and out of curriculum time. At the beginning of their school life children learn and explore basic movement skills, they develop these skills throughout their time at Rampton Primary School and leave as confident movers able to play a wide range of sports.

Physical Education provides opportunities for pupils to become physically confident in a way which supports their health and fitness, as well as allowing opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect.

Experienced Sports Coaches help to support the delivery of our curriculum P.E. lessons and embed their sport and to develop their skills further because at Rampton Primary, we recognise the advantages and benefits of working alongside and delivering outside agencies. We have two specialist PE coaches from Wright Way Sports who teach PE and games across the school. As well as teaching PE, both coaches are health mentors and support pupils with their social, emotional and mental health. Teachers use cornerstones planning to influence the linking of PE lessons with project. Teachers communicate their planning with external coaches.

The areas of learning include outdoor and adventurous play, multi-skills, invasion games, dance, net and wall games, gymnastics, striking and fielding and athletics.

Additional Considerations/Cross Curricular Links

We encourage our teachers to incorporate other curricular links with P.E. across their teaching and learning programme.

LITERACY	NUMERACY	SCIENCE	ICT	MUSIC	HISTORY	R.E.	PSHE
Speaking and Listening. Subject specific vocabulary.	Speed Distance Time Measuring Recording Handling Data	Health and fitness The human body	Use of stop watches Use of digital cameras and digital video Use of internet for research	Rhythm Tempo	Topic specific dances	Cultural Dances i.e. Diwali dance	The School Games Values

Swimming

Swimming is provided by the local authority and is compulsory for our Year 4 pupils who have swimming lessons for the first term in order to achieve their National Curriculum badge. These lessons replace a weekly P.E. lesson for this year group. Any child unable to

swim 25 metres by the end of the block lessons will return the following year in Year 5 until such time their curriculum level has been achieved.

Boys and girls will use the separate changing rooms at the pool. Male and female members should only enter the changing room of their own gender.

Equality & Inclusion

The Education Reform Act of 1988 gives children the entitlement to all areas of the National Curriculum. The Education Act of 1996 reinforces physical education as a foundation subject for all pupils.

Physical education will not be withheld as a sanction, although individuals may be withdrawn if their actions are deemed dangerous either to themselves or others.

In accordance with the school's Equal Opportunities Policy' all pupils regardless of gender, cultural heritage, race, colour, nationality, ethnic origin, religion or special needs, will be given the opportunity to experience and acquire skills according to the National Curriculum. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- a) Mixing groups in terms of gender and ability.
- b) Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- c) Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- d) Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- e) Considering ways in which to support ESL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- f) Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.

Recognising the need to extend and provide a greater challenge for more able pupils. A register of Gifted and Talented pupils who demonstrate exceptional performance or talent in a sporting area is kept and updated each year.

Impact

Assessment and Recording

Teachers assess children's physical ability by observing the children during PE lessons. The sport specialist from Wright Way Sports, Mr Wright, works closely with the teachers to discuss pupil progress in P.E. throughout the year. Mr Wright makes judgements as to whether a child has met, exceeded or is working towards the expectations for each individual lesson and this is recorded on a P.E. tracker form and used to enable teachers to make an annual assessment of overall progress for a child when writing annual report for parents. In EYFS, weekly observations are taken to show children's progress in Physical Development on Tapestry.

Health and Safety

P.E. Lessons should be conducted in a secure, supportive and disciplined manner that demonstrates mutual respect. Pupils should learn the rules, etiquette, laws and codes for various activities. Safety is further enhanced by emphasis on the need to wear correct clothing and use the correct equipment in a safe manner. There is a need for warm-up and recovery periods when exercising. For minor injuries such as bruises or bumps the children should be encouraged to continue where possible but to sit and wait if necessary. For small cuts or grazes, the child should be sent in to school to receive first aid treatment. For serious accidents (head injuries, serious cuts or a suspected fracture) the teacher should remain with the child and send two responsible children or a Teaching Assistant if one is available to inform the school office. After a serious accident, the teacher must complete an accident report form which is available from the school office.

Equipment and Resources

We have a wide range of resources to support the teaching of P.E. across the school. All equipment is kept in the house. The house should only be accessible by adults.

Equipment safety

Small equipment is checked by the co-ordinator on an ongoing basis. If any defect is found in any of the P.E. equipment this should be reported immediately and withdrawn from use. An annual check of large equipment is made by the local authority with their recommendations acted upon. The children are taught the safe methods for carrying and positioning apparatus. As such we expect our children to take responsibility for the setting up and putting away of equipment.

Ordering Equipment

P.E. equipment is purchased through the school budget or from Sports Premium Funding. If staff have a particular requirement they should speak to the co-ordinator regarding availability of funding for the purchase.

P.E. Kit

Pupils should arrive to school wearing the school PE kit. Our PE kit consists of a plain white t shirt and navy shorts or leggings. During the colder months, children should wear a navy

tracksuit and suitable footwear for outside activities. Pupils in Explorers Class get changed into their PE kit in school to encourage independence.

Children who are persistently without their kit should be reminded of the importance of P.E. and if necessary, a letter or a dojo should be sent home, asking their parents for cooperation. Glasses should be discouraged unless on medical advice.

Children should only miss P.E. lessons on health grounds when it is requested by their parents either directly or by a letter to school. Long hair must be tied back at all times.

Children not taking part

Children not taking part in the P.E. lesson should bring a note to school from their parent or carer explaining the reason why participation is not possible. If they do not have a note the teacher should use their own discretion as to whether the pupil is fit enough to participate. The child's parent or carer should be spoken to at the earliest opportunity where a note has not been provided by a parent or carer.

Children not taking part physically can be encouraged to take on an observational role in the lesson. This provides the child with an opportunity to critically analyse the lesson in which they are not participating in.

Jewellery

All jewellery should be removed prior to P.E. lessons. This has to be removed by the child independently. Our staff members are not allowed to do this on their behalf.

Body piercings with jewellery items can pose a problem during P.E. sessions. If the jewellery items are caught by accident, they may cause significant damage to your child and others around them.

Parents are asked to remove their child's jewellery items prior to coming to school on P.E. days in order for them to take part in the lesson.

If any items of jewellery cannot be removed by the child, we must insist that they are not allowed to take part in P.E. lessons until such time as this can be dealt with.

P.E. & Sport Premium

Within our setting we make use of the sports premium by making additional and sustainable improvements to the quality of P.E. and sport by developing and adding to the activities the school already offers and making improvements that will benefit pupils joining the school in future years. We have purchased the full School Games package for this academic year to enable all pupils to participate in School Games events throughout the year.

It provides existing staff with training and resources to help them teach P.E. more effectively and to be able to introduce new sports activities to encourage more children to take up sport. The funding also supports and involves least active children by running and extending sports clubs.

Additional Points

- 1) Teachers should set a good example by wearing clothing appropriate to the activity they are teaching.
- 2) Teachers should be aware of any medical conditions of individual children that they will be teaching (such as asthma, diabetes or epilepsy) to ensure that they participate as fully as possible in the lesson. Children who need inhalers should have them available to hand in the lesson.
- 3) Throughout the school phases, children will be taught how to lift, carry, assemble and use equipment safely.
- 4) Teachers should check the resources and equipment that they are going to use in a lesson to ensure that they are safe or have been assembled safely and are ready for use.
- 5) No equipment or apparatus should be used where a teacher has a concern about its safety.
- 6) If a teacher feels that the environment for the lesson provides a Health and Safety risk, the PE lesson should not take place. The children should return to class. This potential risk should be reported to the Head teacher immediately.
- 7) For swimming lessons, the teacher and the local authority staff should check the pool environment before each session before entering the pool.

Headteacher's signature _____

PE Lead's signature _____

Chair of Governor's signature _____

Date _____

This policy is made available for staff, parents and governors on request from the school office or on the school website.

Date for review: September 2026