



A School Partnership In Rural England
Motto : ‘ **We Aspire to Inspire**’

Our Values – using the initials of the names of the schools.

K – Kindness

U – Understanding

P – Patience

H – Honesty

L – Love

B – Boldness

Physical Education Policy

Latest Document History

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The term ‘school’ refers to the schools in the ASPIRE Federation: Kingswood Primary, Ulcombe CE Primary, Platts Heath Primary and Leeds and Broomfield CE Primary. The term may refer to them jointly or individually.

Date for Review: November 2026

Annual Review

At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

Leeds & Broomfield Church of England Primary School

At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L&B grow. We give a quality all round nurturing education which develops the whole child; If the rain came we would not fall.

"As many hands build a house, so many hearts make a school."

(Matthew Ch 7 24-27)

RESPECT RESILIENCE EMPATHY CURIOSITY HONESTY

Our school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

We have explored the story of Matthew (Ch 7 24-27) showing curiosity, and the children felt empathy for the builder of the house on the sand, but said they must be resilient to try again. Jesus was honest with his followers and people followed and trusted him. The story continues showing how Jesus respected all and everyone who wanted to listen and learn could – no one was turned away. This high level of inclusion and respect is what makes Leeds and Broomfield a great school community to be part of 'many hearts make a school'.

Ulcombe Church of England Primary School

"One body, many members, learning together surrounded by God's inclusive love."

(Corinthians 12:12-14)

TRUST RESPECT HOPE ENDURANCE

Ulcombe Church of England School is a nurturing, inclusive learning space, where our uniqueness inspires trust and welcomes diversity. Our children all flourish (for however long they are with us), in an environment where learning through making choices is not only embraced but discussed and, when needed, forgiven. This allows our learners to become positive role models in *their* wider communities. The whole school community works together in unity to ensure that our practice fully reflects the passage of 1 Corinthians 12:12-14. The children and adults feel included and appreciated as one body with diverse cultures learning, working and flourishing together to accept everyone and nurture their aspirations for the future.

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1. The Importance of Physical Education Across ASPIRE

In physical education we value many things. Firstly, in all of our physical education lessons the pupils' enjoyment is a must because this will aid to developing the pupils physical literacy journey. As well as this we aim to achieve inclusion in every lesson too. Alongside these values our school physical education will involve the community not just in school but outside of school because we believe in being involved in a close-knit community. Also, our physical education lessons will involve plenty of variety, given pupils the widest range of activities in order for them to experience as many as possible, in the hope that they continue at least one of these activities in later life.

There are many reasons we value physical education across ASPIRE. Firstly, we believe that physical education enables pupils to develop relationship with their peers. Secondly it develops the pupils' communication skills, which is an important life skill to obtain. Thirdly it promotes pupils creativity when participating in physical education lessons. Finally, it develops the pupil's confidence because they are participating in activities that they may not feel comfortable with at the start of a topic, but by the end of the topic they will be confident in participating in the activity. This is a skill they can take into other areas of the curriculum and will aid them in later life.

2. Purpose and Aims of Physical Education

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

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.

3. EYFS Objectives (ELG)

Gross Motor

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and co-ordination when playing;
Move energetically, such as running, jumping, hopping, dancing, skipping and climbing.

Fine Motor

- Hold a pencil effectively in preparations for fluent writing – using the tripod grip in nearly all cases.
- Use a range of small tools, including paint brushes, scissors and cutlery
- Begin to show accuracy and care when drawing.

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

4. Key Stage 1 Objectives

Pupils will develop core movement, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They will engage in competitive (both against self and others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will be taught to:

- master basic movements such as running, jumping, throwing, 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

5. Key stage 2 Objectives

Pupils will continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

Pupils will be taught to:

- use running, jumping, catching and throwing in isolation and in combination
- Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance, eg through gymnastics and athletics
- 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 to achieve their personal best

6. Swimming and Water Safety

Throughout their time at ASPIRE students will learn how to swim competently, confidently and proficiently over a distance of at least 25 metres. During swimming lessons they will use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and be able to perform safe self-rescue in different water-based situations. Different year groups get the opportunity to go Sutton Valence swimming pool and take part in swimming lessons led by Aspire swimming teachers. Aspire is part of the swim England charter and follow the school swimming award scheme.

7. Assessment, Monitoring and Recording

Assessment should form part of the normal teaching. On the planning sheet, any significant achievements or problems encountered by the children are noted down. This forms part of the evidence.

Feedback is given to the children during and after the performance.

Assessment may also include video recordings, photos discussing and listening to the children's observations of their peers performances and assessment of their own work.

Assessment will be on a continuous basis and children will be working towards appropriate year stages and recorded termly by each class teacher. Each term teachers will complete the assessment sheet split into three areas – physical development, cognitive and social and emotional. Next steps will be written at the bottom for the next unit to ensure all pupils continue to progress.

8. Health and Safety

All teachers are always responsible for safety in their own lessons and should, therefore, manage their environment to ensure health and safety of themselves and others, particularly by always checking that equipment is secure.

All children need to become increasingly aware of safety and should be taught the importance of good discipline throughout a PE lesson. The teacher needs to ensure that all children, at all times, are listening and understand instructions accurately.

Teachers should ensure that the children set up and put away apparatus and equipment that they have used, carefully. The equipment should be stored in the appropriate, labelled place. It is the responsibility of the teacher to ensure that all children know how to lift and move apparatus safely.

Teachers must make sure that every child has warmed up and cooled down properly. Teachers should also help their children notice how, when they play a game, their bodies become warmer and their heart beats faster.

Children that require medication during a PE lesson e.g. an asthmatic, should be taught to take responsibility of their medication by remembering to take it when required and keep it close at hand.

9. Dress

Children should wear active uniform on days that PE takes place.

For safety reasons, children under no circumstances should wear socks, tights, or track suits, on apparatus, as this can be potentially dangerous. If this is the case, plimsolls, not training shoes, should be worn. Pupils should not wear any jewellery, (including no stud ear-rings). Long hair should always be tied back.

10. Equal Opportunities/Inclusion

Every child is entitled to high quality PE. The same expectations are followed within PE as in all lessons. Children with special needs will be included in any physical education lesson. If a programme needs to be adapted then the teacher in charge will do this in consultation with the coordinator and SENCO (if applicable). All children will be given equal access to learning opportunities and resources, regardless of gender, race, cultural or social background. We will eliminate any stereotypes and thus enable and encourage both sexes to participate in all the sports provided, including any after school clubs.

11. Spiritual, Moral, Social and Cultural Development

PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings will allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and of each other.

12. British Values

Within the ASPIRE we use opportunities both from within our published curriculum and beyond, to secure the British Values outlined below:

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs