Otford Primary School

Physical Education Policy

Date	Autumn 2026
For review	Autumn 2028

Purpose 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." (National Curriculum of England 2014: Physical Education)

At Otford Primary School we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a child's physical development and wellbeing. A broad and balanced physical education curriculum is intended to provide for child's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

At Otford Primary School we believe physical education should be an area of learning where self-esteem, physical progression and positive attitudes are fostered and nurtured. Physical Education provides all children with the opportunity to succeed, whether through personal or team success. Physical Education also promotes a healthy lifestyle which children can develop and value into adulthood.

Intent:
Our Physical Education curriculum aims to develop children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in each of the 6 strands of physical education. These include dance, games, gymnastics, swimming, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves acquiring and developing skills, selecting and applying skills, tactical and compositional ideas, evaluating and improving performance and finally knowledge and understanding. Thus, we enable the children to make informed choices about physical activity throughout their lives. Our aims in the teaching of PE are:

- Foster a love for and enjoyment of being active.
- Develop 'fitness for life' through promoting the health benefits of regular exercise.
- To develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.
- Identify talents
- Develop self-esteem, confidence and social skills.
- Contribute to the physical development of every child.
- Give children a way of expressing themselves and an opportunity to be creative.
- Develop a range of skills that can be applied in other contexts.

Implementation:
We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

Policy on PE

In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable and equal learning opportunities for all children. We do this by setting the same activity for all, however, we use our professional teacher judgement to change and differentiate the activity so that all children are challenged. We achieve this through a range of strategies:

- Setting common tasks that are open-ended. Concentrating on achieving your personal best score (e.g. timed events, ie: Athletics);
- Setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
- Applying effective assessment tools that outline a child's ability and help identify their needs to improve and develop.
- Providing a range of challenge through the provision of different resources.

Impact:

Children demonstrate a good understanding and interest in a broad range of sports. Children have a sound understanding of the fundamental movement skills and can use actions and techniques with control and fluency. All children will have a good understanding of map reading skills and are capable to work as a team to solve problems. All children will be encouraged to swim at least 25 metres using a variety of swimming strokes, they will also be encouraged to perform safe self-rescue in different water situations. The children have had opportunities to compete in many school tournaments within the Sevenoaks Partnership. Implementing what they have learnt in a competitive setting. Children take part in extra-curricular activity and are able to attend sporting after school clubs either delivered by the school or a professional external coach.

EYFS

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. We prioritise the learning of fundamental movement skills as we know they are essential for students to be competent in accessing our ambitious PE curriculum.

Key Stages 1 and 2

At Otford Primary School the physical education national curriculum objectives for key stage 1 are:

Knowledge, skills and understanding

Teaching should ensure that when evaluating and improving performance, connections are made between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health.

Acquiring and developing skills

Children should be taught to:

a) Explore basic skills, actions and ideas with increasing understanding

b) Remember and repeat simple skills and actions with increasing control and coordination.

Selecting and applying skills, tactics and compositional ideas
Children should be taught to:
a) Explore how to choose and apply skills and actions in sequence and in combination
b) Vary the way they perform skills by using simple tactics and movement phrases
c) Apply rules and conventions for different activities.

Evaluating and improving performance
Children should be taught to:
a) Describe what they have done
b) Observe, describe and copy what others have done
c) Use what they have learnt to improve the quality and control of their work.

Knowledge and understanding of fitness and health
Children should be taught:
a) How important it is to be active
b) To recognise and describe how their bodies feel during different activities.

At Otford Primary School the physical education curriculum maps are derived from national curriculum programmes of study for physical education. The curriculum map provides a structure for planning and states which areas of physical education are to be taught in each year group.

At Otford Primary School all children in key stages 1 and 2 take part in:
- Dance Activities
- Invasion Games
- Gymnastic Activities.

In addition to this, at some time in key stage 2 children will participate in swimming, athletics and outdoor and adventure activities, team building. Not all aspects of physical education require the same amount of time or the same degree of continuity for progress to be made. Fundamental movements skills will be interleaved throughout are warm ups. Interleaving fundamental movement skills helps students develop better transferable skills, as they have to constantly adapt and switch between different movements. Emphasis is placed on gymnastics activities, dance activities and games activities, to provide a foundation of basic movements and understanding. We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned so that the children are increasingly challenged as they move up through the school. The curriculum map makes provision for children to experience all areas of activity by the end of key stage 2.

Inclusion
At Otford Primary School inclusion in physical activities means that all children have access to learning opportunities regardless of race, gender and ability. We aim to create an environment in which all children learn to respect and value each other and each other's interests. This is achieved by employing the following strategies:

• Having equal expectations of boys and girls – not letting girls opt out or boys dominate team organisation for example.

• Teaching mixed gender/ability groups and pairs.
• Structuring activities so that all are fully involved.
• Providing opportunities for children to present their work to others.
• Recognising the need to extend more able children and targeting them for school clubs/signposting to clubs.
• Anticipate needs and provide support as required. This could be the provision of specialist equipment, adult support or modified teaching programmes.
• Targeting particular children during playtimes and supporting them in physical play.

Extra-curricular provision
The school also participates in regular fixtures, tournaments and festivals against other local schools. This introduces a competitive element to team games, and allows the children to put into practice the skills that they have developed in their lessons/extended school clubs. These opportunities foster a sense of team spirit and cooperation amongst our pupils.

Selection criteria for Sporting Events.
For children to be able to take part in sporting events the following will be taken into consideration:

- The "Interest Form" needs to be completed by the specified date.
- Children follow and adhere to the school rules "Be Ready, Be Respectful and Be Safe" both in school and at sporting events outside of school.
- Some events will have specific criteria as specified by the organisers. We will follow and adhere to these.

We strive to give as many children as possible the opportunity to represent the school. Therefore, unfortunately some children may not be selected for certain events due to restrictions in numbers. If selected a permission form must be completed by the specified date. If this is not completed this will impact on selection for certain events. Decisions made by the school staff are final.

Resources
There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store. Large apparatus is stored in the outside store area. The children use the school playground for games and athletics activities, and the local swimming pool for swimming lessons. The equipment suitability is reviewed to ensure it is appropriate to the range of ages, abilities and needs of children in order to enhance learning. Children are expected to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely.

Children are encouraged to:
1. Look after resources
2. Use different resources to promote learning
3. Return all resources tidily and to the correct place (Staff to supervise)
4. Be told of any safety procedures relating to the carrying or handling of resources.

All other resources are located with PE coordinator.

Planning, Assessment and Recording

At Otford Primary School, planning follows the progression of key concepts on our curriculum map. Teachers will be making continual assessments of the children's abilities throughout their school life. Further teacher assessments of the children's P.E. abilities are made whilst selecting for a school team, whether it be for athletics, cricket, running, football or basketball. Overall progression in P.E. is commented upon through an annual written report to parents. Concerns or issues which may arise regarding P.E. will be dealt with in consultation with parents/guardians where appropriate.

Assessment for learning

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. Teachers record this information and use it to plan the future work of each child.

Special Educational Needs

PE activities are particularly effective in the education of children with learning difficulties of any kind, ranging from physical to social to emotional problems. PE is broad and 'open-ended', providing opportunities to solve problems, to work independently, to work as a group and to be responsible for self-regulation. Most PE activities work well as class lessons and are appropriate for all children of any ability. We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports fixtures/festivals), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Health and Safety

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. All children must be taught how to handle apparatus, resources appropriately. They should be taught to recognise hazards, assess the possible risks and take steps to control the risks to themselves and others. Any other adults working with the children should be made aware of individual needs of the children they are working with where appropriate. It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity, and pupils with long hair have their hair tied back.