

PE Policy

Jotmans Hall Primary School



Approved by:	Governing Body of Jotmans Hall Primary School
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PENDING

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Mission Statement

We believe that all children matter and that learning should be fun, purposeful and challenging.



Eric the Owl

Ethos

The values of Jotmans Hall School underpin all the work we do:

E.R.I.C.

Effort, Respect, Independence, Communication

The children are at the heart of every decision we make to ensure that they are happy, confident and that the opportunities that are provided for them are relevant to their needs both now and in the future.

Aims

All children should:

1. Learn from a curriculum that is broad and balanced, as well as stimulating, effective and challenging.
2. Have their work and contribution to the school recognised and valued.
3. Have the right to enjoy and learn from a curriculum that fosters equal opportunities.
4. Be encouraged to develop a sense of citizenship through learning about their own religion and culture, and through learning about those of others.
5. Be helped to have respect for themselves and their environment and to develop respect for, and responsibility towards others in school and in the wider community.

Jotmans Hall Primary School aims to be an energetic school where children are enthusiastic and motivated to achieve their full potential.

Everybody at Jotmans Hall Primary School works hard to reach the highest standards in everything we do and this is further embedded through our successful relationships with parents, the local community and the other schools in the local area.

Equality Statement

At Jotmans Hall Primary School we are committed to:

- Promoting equality of opportunity
- Eliminating discrimination and harassment
- Valuing diversity and promoting positive relationships
- Providing an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010.



Metacognition

Metacognition can be defined as ‘pupils’ ability to monitor, direct, and review their learning’. Effective metacognitive strategies get learners to think about their own learning more explicitly, usually by teaching them to set goals, and monitor and evaluate their own academic progress. The ultimate aim is for children to become ‘self-regulated learners’ – being aware of their own strengths and weaknesses, and the strategies that they use to learn.

(Education Endowment Foundation – ‘Metacognition and Self-Regulated Learning Guidance Report)

At Jotmans Hall Primary School, we are working to become a Thinking School. Through every subject in our curriculum, children are being taught to become more active participants in their learning. They are finding out how to think deeper, remember more and to learn in the most effective ways for them.

We believe that the best way to transform life chances is to actively shape the minds, attitudes and habits of young people through a framework of cognitive education that enables them to become the master of their own destinies.

We aim to create independent thinkers and learners who develop the attitudes and dispositions to succeed in an ever-changing future.

Jotmans Hall Curriculum Principles and Inclusion

At Jotmans Hall Primary School we are committed to providing an inclusive, ambitious, and accessible curriculum for all pupils. We believe every child should be supported to participate fully and achieve success, regardless of ability, background, language, or additional need. Through high-quality teaching, adaptive teaching approaches, appropriate challenge, and effective support, we ensure that all pupils, including those with SEND, disadvantaged pupils, vulnerable pupils, and pupils with EAL, can access learning, make progress, and develop confidence and independence. We promote equality of opportunity, celebrate diversity, and make reasonable adjustments where necessary to enable every child to thrive.

The teaching of foundational skills is embedded throughout our curriculum to support pupils in becoming confident, independent, and effective learners. In line with the principles outlined in Strong foundations in the first years of school, we prioritise the explicit teaching and regular practice of communication, language, reading, writing, and mathematical understanding to ensure pupils develop secure foundations for future learning. We place a strong emphasis on oracy, enabling pupils to develop vocabulary, articulate their thinking clearly, listen respectfully, and engage in purposeful discussion across all subjects. Metacognitive approaches are taught explicitly to help pupils plan, monitor, and evaluate their learning, developing resilience, self-regulation, and problem-solving skills. Through consistent modelling, questioning, retrieval practice, and opportunities for reflection, pupils are supported to build and remember more over time, enabling them to apply knowledge and skills confidently across the curriculum and beyond. We also value meaningful cross-curricular opportunities that enable pupils to make connections between subjects, apply their learning in different contexts, and deepen their understanding through rich, purposeful experiences across the wider curriculum.



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1. Purpose of the policy

This policy reflects the aims and values of Jotmans Hall Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- › Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- › Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- › Provide clear information to parents and carers about what their children will be taught
- › Allow the governing board to monitor the curriculum
- › Provide Ofsted inspectors with evidence of curriculum planning and implementation

This policy will be available on our school website www.jotmanshall.co.uk

2. Subject Intent

Intent

At Jotmans Hall Primary School, our intent is to provide a comprehensive and outstanding Physical Education (PE) curriculum that aims to develop the physical, emotional, and social well-being of all our pupils. Our PE curriculum is designed to empower our pupils with the knowledge, skills, and confidence to lead an active and healthy lifestyle, fostering a lifelong love for physical activity.

Our intent for PE is based on the following principles:

Inclusivity and Diversity

We believe in providing inclusive and diverse PE experiences that cater to the needs and abilities of all our pupils, regardless of their background, gender, or physical ability. We are committed to promoting equality and ensuring that every child feels valued and supported in their physical education journey.



Building Fundamental Movement Skills

We recognize the importance of developing fundamental movement skills in our pupils to enhance their physical literacy. Our curriculum focuses on providing a progressive and sequential approach to skill development, ensuring that the foundations are securely in place before moving on to more complex movements and activities.

Healthy Lifestyle and Well-being

We aim to equip our pupils with the knowledge and understanding of leading a healthy lifestyle, emphasizing the importance of physical activity, nutrition, and mental well-being. Our PE curriculum encourages healthy habits by providing opportunities for regular exercise, promoting healthy eating choices, and positively reinforcing the benefits of a balanced lifestyle.

Lifelong Physical Activity

We strive to foster a lifelong passion for physical activity in our pupils by offering a diverse range of activities and exposing them to a variety of sports and movement disciplines. Through collaboration with local clubs and community organizations, we aim to connect our pupils with opportunities for continued participation in physical activity outside of school.

3. Aims and outcomes

Early Years Foundation Stage (EYFS)

In EYFS at Jotmans Hall Primary School, we aim to offer our children a stimulating, exciting and challenging curriculum and environment, which inspires them and motivates them to learn. We engage the children through opportunities for purposeful play, both indoors and out. Our goal is to develop the whole child, in order to sow the seeds for a love of learning.

Through the seven areas of the EYFS curriculum: Communication and Language; Physical Development; Personal, Social and Emotional Development; Literacy; Mathematics; Understanding the World and Expressive Arts and Design, we lay the foundations for our children to access the subjects of the National Curriculum, once they move into Year 1 and beyond.

National Curriculum

Early Learning Goals:

Personal, Social and Emotional Development ELG: -Show an understanding of their own feelings and those of others, and begin to regulate their

behaviour accordingly

-Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

-Explain the reasons for rules, know right from wrong and try to behave accordingly

-Work and play co-operatively and take turns with others

-Show sensitivity to their own and to others' needs



Physical Development ELG:

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

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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.

Key stage 2

Pupils should continue to apply 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 should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

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]
- 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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

4. Teaching and learning

PE is taught in single/mixed-age classes by class teachers and sports leaders. Lesson plans are based



around the subject's long-term plan (Get Set for PE) and resources available, with objectives adapted to suit the stage of development for the pupils in each class. The teaching of PE might involve:

- Whole-class teaching
- Small group discussions
- Watching demonstrations
- Handling equipment
- Looking at example photographs
- PE workshops and competitions.

5. Curriculum Implementation

PE Implementation:

Year A

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	- Fundamental 1 - Yoga1 - Ball skills 1	- Gymnastics 1 - Sending and receiving 1	- Dance 1 - Target Games 1	- Invasion 1 - Net and wall 1	- Swimmers beginners - Athletics 1 - Fitness 1	- Swimming beginners - Striking and fielding 1 - Team Building 1
Year 1/2	- Fundamental 1 - Yoga 1 - Ball skills 1	- Gymnastics 1 - Sending and receiving 1	- Dance 1 - Target Games 1	- Invasion 1 - Net and wall 1	- Swimmers beginners - Athletics 1 - Fitness 1	- Swimming beginners - Striking and fielding 1 - Team Building 1
Year 2	- Fundamental 1 - Yoga 1 - Ball skills 1	- Gymnastics 1 - Sending and receiving 1	- Dance 1 - Target Games 1	- Invasion 1 - Net and wall 1	- Swimmers beginners - Athletics 1 - Fitness 1	- Swimming beginners - Striking and fielding 1 - Team Building 1
Year 3	- Ball Skills 3 - Football 3 - Yoga 3	- Dance 3 - Dodgeball 3	- Gymnastics 3 - Hockey 3	- Netball 3 - Athletics 3	- Swimming - Tennis 3 - Fitness 3	- Swimming - Rounders 3 - OAA 3
Year 3/4	- Ball Skills 3 - Football 3 - Yoga 3	- Dance 3 - Dodgeball 3	- Gymnastics 3 - Hockey 3	- Netball 3 - Athletics 3	- Swimming - Tennis 3 - Fitness 3	- Swimming - Rounders 3 - OAA 3
Year 4	- Ball Skills 3 - Football 3 - Yoga 3	- Dance 3 - Dodgeball 3	- Gymnastics 3 - Hockey 3	- Netball 3 - Athletics 3	- Swimming - Tennis 3 - Fitness 3	- Swimming - Rounders 3 - OAA 3
Year 5	- Football 5 - Tag Rugby 5 - Yoga 5	- Gymnastics 5 - Dodgeball 5	- Dance 5 - Netball 5	- Athletics 5 - Hockey 5	- Rounders 5 - OAA 5	- Tennis 5 - Fitness 5
Year 5/6	- Football 5 - Tag Rugby 5 - Yoga 5	- Gymnastics 5 - Dodgeball 5	- Dance 5 - Netball 5	- Athletics 5 - Hockey 5	- Rounders 5 - OAA 5	- Tennis 5 - Fitness 5



Year B:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	- Fundamental 2 - Ball skills 2 - Yoga 2	- Gymnastics 2 - Team building 2	- Dance 2 - Target games 2	- Invasion 2 - Net and wall 2	- Swimming beginners - Sending and receiving 2 - Athletics 2	- Swimming beginners - Fitness 2 - Striking and fielding 2
Year 1/2	- Fundamental 2 - Ball skills 2 - Yoga 2	- Gymnastics 2 - Team building 2	- Dance 2 - Target games 2	- Invasion 2 - Net and wall 2	- Swimming beginners - Sending and receiving 2 - Athletics 2	- Swimming beginners - Fitness 2 - Striking and fielding 2
Year 2	- Fundamental 2 - Ball skills 2 - Yoga 2	- Gymnastics 2 - Team building 2	- Dance 2 - Target games 2	- Invasion 2 - Net and wall 2	- Swimming beginners - Sending and receiving 2 - Athletics 2	- Swimming beginners - Fitness 2 - Striking and fielding 2
Year 3	- Fundamentals 4 - Tag Rugby 4 - Yoga 4	- Dance 4 - Handball 4	- Gymnastics 4 - Basketball 4	- Tennis 4 - Athletics 4	- Swimming - Fitness 4 - Cricket 4	- Swimming - OAA 4 - Golf 4
Year 3/4	- Fundamentals 4 - Tag Rugby 4 - Yoga 4	- Dance 4 - Handball 4	- Gymnastics 4 - Basketball 4	- Tennis 4 - Athletics 4	- Swimming - Fitness 4 - Cricket 4	- Swimming - OAA 4 - Golf 4
Year 4	- Fundamentals 4 - Tag Rugby 4 - Yoga 4	- Dance 4 - Handball 4	- Gymnastics 4 - Basketball 4	- Tennis 4 - Athletics 4	- Swimming - Fitness 4 - Cricket 4	- Swimming - OAA 4 - Golf 4
Year 5	- Football 6 - Tag rugby 6 - Yoga	- Gymnastics 6 - Handball 6	- Dance 6 - Basketball 6	- Athletics 6 - Volleyball 6	- OAA 6 - Cricket 6	- Tennis 6 - Golf 6
Year 5/6	- Football 6 - Tag rugby 6 - Yoga	- Gymnastics 6 - Handball 6	- Dance 6 - Basketball 6	- Athletics 6 - Volleyball 6	- OAA 6 - Cricket 6	- Tennis 6 - Golf 6

Swimming is planned and taught by a qualified swim instructor. All other PE topics are taught following GetSet for PE - <https://getset4education.co.uk/>

Check appendix for curriculum breakdown.

6. Cross-curricular links

PE shares links with the following subjects:

- Maths: shapes
- ICT: filming movements, watching demonstration online
- Geography: direction
- Science: skeleton, muscles, heart rate
- History: historical dances



7. Curriculum Impact

Our PE curriculum has a significant and positive impact on our pupils, contributing to their development in various ways:

Physical Development

By focusing on the development of fundamental movement skills, our pupils gain the physical competence necessary to engage in a wide range of physical activities. The progressive nature of our curriculum ensures that pupils continuously improve their fitness levels, coordination, strength, and flexibility. We celebrate individual improvement and achievement, fostering a positive attitude towards physical development.

Healthy Lifestyles

Our curriculum contributes to the promotion and adoption of healthy lifestyles among our pupils. Through regular participation in physical activity, our pupils develop an understanding of the importance of exercise for their overall well-being. They also acquire knowledge about nutrition, making informed choices about healthy eating. We provide opportunities for pupils to reflect on their well-being, promoting mental health and emotional resilience.

Personal Development

PE provides an environment where pupils learn valuable life skills such as teamwork, communication, leadership, and resilience. These skills are woven into the fabric of our curriculum, enabling pupils to transfer their learning to other areas of their lives. We encourage pupils to apply their knowledge and skills both within and beyond the lesson, fostering personal growth and confidence.

Engaging Participation

Our PE curriculum encourages active and enthusiastic participation from all pupils. By offering a diverse range of activities, we cater to different interests, maximizing engagement. Pupils develop self-confidence through taking risks, problem-solving, and adapting to new challenges. Positive experiences in PE contribute to high levels of motivation, which we aim to sustain into their later years.

Inclusion and Equality

We strive to create an inclusive environment where every pupil feels respected and valued. Through our curriculum, we actively promote equality and diversity, celebrating the unique skills and talents of each individual. Our approach to differentiation ensures that all pupils are appropriately challenged, enabling them to achieve their full potential and feel a sense of belonging.

In summary, our intent, implementation, and impact statement for PE demonstrates our commitment to providing a comprehensive and inclusive curriculum that positively influences the physical, emotional, and social well-being of our pupils. Through high-quality teaching and diverse opportunities, we empower our pupils to become lifelong participants in physical activity, equipped with the knowledge and skills they need to lead healthy and fulfilling lives.

7.1 Assessment

Jotmans Hall Primary School uses assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Marking

Children receive regular verbal feedback during lessons.

Online Assessment:

Use of Get Set for PE to assess children at each activity.



7.2 Recording

In PE, pupils will record their learning in the following ways:

- Photos and videos
- Reception -Tapestry learning journal and class photo book.
- This may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.

8. Resources

8.1 Textbooks and other equipment

- Get Set for PE online resources
- Gymnastics equipment
- Outdoor area equipment
- Ball games equipment
- Racket games equipment
- Net and striking games equipment.

8.2 Enhancing the Curriculum

- SSP staff training
- SSP assemblies
- PE festivals for children
- Sports competitions
- Sports day

9. Roles and responsibilities

9.1 Headteacher

The headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out
- Monitor pupil and parent engagement with the subject

9.2 Subject leader

The subject leaders at our school will:



- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

9.3 Governing Body

The Governing Body at our school will:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

9.4 Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

10. Inclusion

Teachers set high expectations for all pupils in PE. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study PE, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in PE.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

11. Links to other policies

This subject policy links to the following policies and procedures:



- Assessment policy
- Feedback and marking policy
- SEN policy

12. Monitoring and review

This policy will be reviewed by staff and trustees every 2 years