



*“Creating excellence, embracing all.”*

**SUBJECT POLICY**  
FOR  
**Physical Education**  
**2025**

Subject Lead: Elspeth Doran  
Curriculum Action Team: Arts  
Headteacher: Jo Reid  
Chair of Governors: Sue Miller

Renewal date: September 2026

Policy to be determined: 27<sup>th</sup> November 2025  
Botley School governing board

***Botley School Vision statement***

*A high-quality education in a positive and happy school, where everyone is included, celebrated and encouraged to be a creative lifelong learner.*

***Botley School Values***

*Inclusivity   Teamwork   Kindness   Respect   Resilience   Creativity*



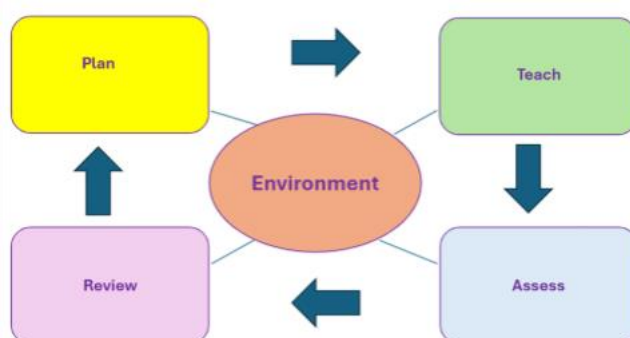
*“I always believed and when you do that, life can get unbelievable.” - Jessica Ennis-Hill*

**PE Vision Statement:**

*Developing a passion for sport and promoting a healthy lifestyle to inspire lifelong well-being.*

**Pedagogical Principles**

The Intent, implementation and impact of the PE curriculum is rooted in the pedagogical principles as set out in the Botley Teaching and Learning Policy.



**Intent (aims)**

**National Curriculum Aims:**

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 sport and activities
- Lead healthy, active lives.

**Key Stage 1 National Curriculum Attainment:**

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 National Curriculum Attainment:**

Pupils should be able to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, 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.
- 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.

### **Early Years Foundation Stage Profile for the end of Reception**

- **Gross Motor Skills:**
  - 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
- **Fine Motor Skills:**
  - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
  - Use a range of small tools, including scissors, paint brushes and cutlery
  - Begin to show accuracy and care when drawing

## **Implementation**

### **PE Curriculum and scheme of work Planning**

The long-term plan and scheme of work for Physical Education incorporates the Primary National Curriculum and the Early Years Foundation Stage curriculum. PE coverage will be on a 1-year cycle and ensures that there is a variety of skills taught throughout. KS1 and EYFS will focus on multi-skills. Physical Education is one of the prime areas of the Early Years Foundations Stage and is part of the Physical Development Strand of learning. The programme is divided into 6 main areas: games, gymnastics, dance, swimming, athletics, and outdoor adventurous activities. The swimming element is taught for all year 3 and 4 children. Children in Year 6 who have not met expected standard for the end of primary school will take part in extra swimming sessions.

The class teacher has overall responsibility for the planning, organisation, teaching and assessment of PE for their individual class.

PE is taught for 2 hours per week by the class teacher or a TA with sport coaching qualifications. Staff are expected to work with the TA to ensure they have adequate career professional development opportunities, which can include team teaching, shared planning, lesson observations and sport specific coaching.

### **Physical Education teaching and learning**

Physical Education activities involve the pupils in the continuous processes of planning, performing and evaluating. In teaching the children are given opportunities to explore, select and analyse movement. Guided discovery is a suitable strategy for children to discover the most effective skills and methods. Whilst performing the children should be able to; practice and repeat, refine skills, evaluate, observe, adapt and improve. During activities, the children are given opportunities to work on their own, with a partner, in small and in larger groups.

In Physical Education the following framework are suggested as a guide to planning:

- **Games** - introductory activities, teaching skills, practices, evaluating and improving, application to game situation, cool down
- **Gymnastics** - introductory activities, floor work and /or apparatus work, evaluate, improve, cool down
- **Dance** - introductory activities, exploration, creating, performing, peer assessment, closing activities.
- **Athletics** -introductory activities, teaching and exploring skills, evaluating and improving, cool down

- **Swimming** - introductory activities, teaching skills, practices, contrasting activity, closing activities.
- **Outdoor and adventurous activities** – introductory activities, challenges, closing activities.

All planning should link to the aims as laid out in the National Curriculum. Each lesson should have objectives selected from one or two of these aims and corresponding success criteria as defined in planning. Where possible links will be made, particularly in dance, to Creative Curriculum.

### **SEND & Inclusion**

We are an inclusive school. All children receive Quality First Teaching. We aim to raise the standards for all children and provide access to learning about PE for all pupils. Where appropriate, PE resources will be tailored to the needs of the individual pupil. Pupils who receive 1:1 support will have access to support during PE lessons where appropriate to their needs. Learning and teaching will be ambitious for all pupils and lesson plans will be adapted to meet the individual needs of the pupils. However, the school recognises that not all pupils with identified special needs require the same level of support in PE as they may do in other core subjects and where pupils can access the learning and demonstrate their knowledge independently, this will be encouraged. For pupils with English as an Additional Language, teachers will ensure key vocabulary is clearly defined and understood and provide additional support where appropriate. All classes have an Inclusion Action Plan which includes general teaching strategies for different groups within the class based on teacher assessment.

### **Equal Opportunities**

Opportunities to take part in the P.E. programme must be open and available to all pupils. All children should be allowed access to and given confidence in the different physical education activities offered, regardless of their ability, gender, sex or cultural background. The content of lessons and the resources available ensure that all pupils are valued equally, able to participate with enjoyment and achieve qualities and standards appropriate to their age, experiences and abilities.

When planning a Physical Education programme to include those with special educational needs, the following principles should be considered:

- Entitlement - all children are entitled to take part in the P.E. programme.
- Accessibility - the programme should be open and accessible to all pupils in a variety of ways, such as modified rules and equipment.
- Integration - modifications should facilitate the full integration of all pupils as far as possible.
- Integrity - where modifications are needed, the activity undertaken should remain relevant and meaningful.

### **Health and Safety**

Many activities in Physical Education are by their very nature potentially hazardous. Class teachers are ultimately responsible for the safety of the pupils in their care and should always be conscious of safety aspects of the activities they are involved in. Teachers should ensure that the children have sufficient space for the activities they are asked to undertake, that the children are trained in safe working practices and that they are regularly reminded of the need for the safety of themselves and others.

There is a Physical Education Risk Assessment in place which is reviewed on an annual basis by the Headteacher and the staff. Botley School follows the Local Authority Swimming Policy and requires a NOR to be read, agreed and signed annually with the swimming Pool setting being used. The school also follows the guidance in 'Safe Practice: in Physical Education, School Sport and Physical Activity' ninth edition 2016.

### **Dress**

Children and staff must be dressed appropriately for the activity they are undertaking.

- Indoor PE - children must wear plain shorts and a team T-shirt tucked in. The clothing must not be baggy or have pockets, straps or anything else which may get caught on equipment. Children must have bare feet unless there is a medical reason otherwise, e.g., foot injury. A verruca sock can be worn for comfort if necessary as cross infection is not an issue.

- Outdoor PE - plain shorts and T-shirts, with a suitable sweatshirt, jumper or tracksuit for colder weather. Football strips are not allowed. Children must have a change of footwear for outdoor P.E. which must be appropriate for the activity being undertaken i.e. trainers. Children must not share footwear and tights are not to be worn during PE.
- Swimming - a swimming costumes and a cap and no jewellery
- Staff must wear appropriate clothing with the minimum requirements being appropriate footwear or bare feet.

If children have forgotten their kit, a range of suitable clothing is available. Parents **must** be informed they need to provide suitable kit for their child. Swimming hats **must** not be borrowed unless from sibling.

Long hair must be tied back.

No jewellery is to be worn during P.E. sessions, including earrings. However, children who have recently had their ears pierced must cover them with tape.

### **Equipment**

Teachers must regularly remind children about the correct and safe way of moving and carrying equipment. Children must be accompanied by an adult to collect equipment from the shed, or return it, it is the responsibility of the teacher to make sure that this is done safely and in a responsible manner. At least two children should carry each piece of large equipment, with four children used if needed. Children need to be aware of others around them as they move and use equipment. All equipment must be returned to its original position.

The mats are provided for comfort when working on the floor and as a piece of equipment in their own right and **not as a safeguard**. If the children are being challenged on apparatus mats should be used for health and safety reasons.

Faulty equipment should immediately be reported to the Headteacher and should be removed from service. The large P.E. equipment is regularly checked and serviced by a recognised contractor. An annual check on all PE equipment in school is organised by the school Business manager.

### **Enrichment and the Wider Community**

The school run a number of additional enrichment activities and clubs. External providers and staff with sport coaching qualifications run after school clubs. As many pupils as possible are given access to at least one sporting fixture or festival in each academic year.

### **Spiritual, Moral, Social and Cultural Development**

The PE curriculum and enrichment opportunities inherently support the spiritual, moral, social and cultural development of the pupils at Botley School by enabling pupils to:

- Understand that humans are nurtured via their mind, body and spirit which influence each other
- Develop human qualities of self-discipline, commitment, perseverance and self-confidence involved in developing physical skills and achieving success in physical education
- Appreciate the need for self-improvement
- Experience the pleasure, exhilaration and aesthetics of mastering a skill, achieving and watching excellence
- Learn and achieve balance and control of the body
- Enjoy and know the quality of stillness
- Learn about their own strengths and limitations
- Learn to respect the 'rules of the game'
- Reflect on questions relating to cheating and fair play
- Learn to cooperate with others and develop team spirit

Cultural diversity and community cohesion in PE provide opportunities to:

- Explore how sport plays an important part in the bringing together of a wide range of people from all ethnicities, cultures, backgrounds and faiths through attendance at inter and intra school fixtures and festivals across school age range
- Understand the role of sport and movement in different cultures e.g. dance
- Share and work with others effectively through a variety of games, sport, outdoor and adventurous activities, problem solving activities
- Value and respect diversity of game and sport from around the world

## **Impact**

### **Recording**

Pupils work in PE can be recorded through video, photographic evidence and written work. It is the responsibility of the class teacher to collate this work. Pupils can record their techniques in one lesson in order to build on their practice in the next. Lessons will include performance and evaluation sections which can also be recorded. Scores and timings for individual activities can be kept demonstrating individual progress and targets for pupils.

### **Assessment**

The Botley PE assessment document enables staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

### **Formative Assessment**

It is the responsibility of the class teacher to record their formative assessment in whichever way best suits their needs. For those staff who wish to utilise it, there is a progression assessment grid available for each year group which can be RAG rated to demonstrate the ongoing formative assessment throughout the year.

### **Summative Assessment**

At the end of each school year, pupils will be assessed within one of the following bands: Pre-key Stage (PKS); Working Towards the curriculum (WT); Working at Expected (EXP); Working at Greater depth (GDS).

Pupils will be expected to demonstrate all the core skills on the progression table relevant to their year group to be assessed as EXP.

Pupils working at greater depth will be expected to utilise the expected level of development to explain, create and develop their own games, rules, warm ups, activities and aesthetic routines. They will be able to demonstrate how they are developing their PE learning through participating in external opportunities, clubs, groups, such as Football coaching, Netball teams, running events, Vale sports events, etc...

### **Reporting**

A final summative assessment for PE will be reported to parents within the annual school report.

### **Monitoring**

The PE subject leader is responsible for the monitoring of PE teaching, learning and outcomes across the school. In the event that there is no PE lead, the responsibility devolves to the Arts Curriculum Team.

PE is monitored throughout all year groups using a variety of strategies such as planning scrutinises, lesson observations, performances and pupil interviews.

### **Linked policies:**

- Curriculum policy
- Learning and Teaching Policy
- Assessment policy
- Health and Safety Policy
- Equal Opportunities policy
- SEND policy

**Appendix:**  
**PE Curriculum Key Documents**

[PE Curriculum overview](#)

[PE Progression Map](#)

[PE in the Early Years](#)