John Burns Primary School

Physical Education Policy

June 2026

Date adopted by Governing Body	June 2026
Signatory (Chair of Curriculum Committee)	
Date of Review	**June 2029**

John Burns Primary School
Physical Education Policy

Our Mission Statement:

We are ambitious for our children and for our school. Quality, Creativity and Enjoyment is what we aim to have at the heart of everything we do.

Our Aims:

- To inspire a passion for life-long learning.
- To value ourselves and all members of our diverse community.
- To foster an environment which is caring, safe and inclusive.
- To realise our full potential through quality experiences and opportunities.
- To help children to see the importance of taking responsibility for themselves, their actions and their learning.

Introduction

Physical Education is an integral part of every child's development. At John Burns we recognise the importance of teaching children to maintain good levels of fitness, understand how to develop a healthy lifestyle and continue to develop physical intelligence by learning new skills.

Intent

All children will be provided with opportunities and encouraged to:

- experience a wide range of physical activity
- pursue habits and interests that promote a healthy lifestyle
- explore and develop physical skill with increasing control and coordination
- develop positive attitudes to physical challenge – including fair play and the ability to cope with success and failure
- persevere and make sustained efforts to develop and improve their own performance
- improve social and interpersonal skills
- appreciate the efforts of others, as well as their own
- become increasingly aware of how physical activity affects the body

Implementation

Curriculum

Throughout the school, children are encouraged to understand the importance of a healthy lifestyle and what this involves in terms of diet and exercise. They will also be expected to evaluate and improve their performance at all levels. The units each year group cover and the allocated swimming slots can be found allocated in Appendix 1.

Early Years Foundation Stage - Physical Development

- Young children learn through using all their senses and being active and interactive. Physical Development is one of 3 *prime* areas in the EYFS, which is then consolidated and extended through applying learning in the 4 *specific* areas of the curriculum.

- Activities are planned specifically to ensure a safe, well-resourced environment, which helps them to build on and develop their confidence and independence. Children are given well planned opportunities explore, experiment and refine their social, interpersonal skills as well as gross motor skills and hand-eye coordination.

- Staff provide children with a balance of opportunities for all round physical development, including those which are adult-led and those which are child initiated. This is achieved through use of in and outdoor play.

- A range of equipment, apparatus and stimuli is employed to encourage the development of specific skills.

Key Stage 1 - PE

- Children continue to build on their early experiences.

- They continue to play simple games, explore and link actions and improve coordination.

- They develop greater awareness of others and more of their own ideas and creativity.

- Children improve their use of apparatus and equipment as well as further developing gross motor skills and hand-eye coordination.

- They learn to refine skills in throwing, catching and kicking balls and working cooperatively.

- They continue to develop coordination, balance and achieve greater control over their movements.

- They develop their visual and auditory awareness and begin to express themselves in a wider range of ways through movement.

- They communicate ideas and feelings about their performance and have the opportunity to give constructive feedback to their peers.

Key Stage 2 - PE

- Children build on their previous experiences.

- They learn specific skills and refine and improve existing ones. Children learn and demonstrate the importance of teamwork in pairs and small groups, and are taught common skills and principles for playing games with increasing complexity.

- They are given opportunities to be creative in developing their own rules as well as learning the conventions of traditional games.

- Children take part in competitive experiences and develop greater awareness of the importance of their efforts as well as winning.

- They have the opportunity to work towards competition with other schools within the borough and/or beyond.

- Children begin to sequence movements with greater complexity, and develop poise and control over their actions, including equipment and apparatus.

- They respond creatively to stimuli and improve compositional work, performance and content.

- They become confident at evaluating their own performances and others, and reflect on how they can refine and improve their skills.

- Children develop greater awareness of the importance of physical activity and its effect upon their own body.

Key Stage 2 - Swimming

Swimming is an important skill and encourages a healthy and active lifestyle.

At John Burns Primary School we want all children to be proficient swimmers by the time they transition to secondary school.

Pupils start swimming when they reach Year 4, and will swim for 45 minute sessions each year until the end of Year 6, adding up to 30 hours in total.

The programme of study for PE sets out the expectations that every pupil will be taught:

- 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

Resources

Children should have access to a range of well organised, clearly labelled resources to develop the ability to select the appropriate equipment for a task.

- Teachers will ensure that all resources are available when they are needed
- Everyday resources will be stored and available from the PE store cupboard and outdoor PE sheds, these are returned after use.
- Teachers will notify the PE Leader of damaged resources.
- Children should be taught to use resources/equipment appropriately and independently setting up their own activities where possible.

Sport Premium Funding

This funding will be used to support three main objectives:

- Continued improvement of the quality of teaching through staff CPD
- Increased opportunities for a wide range of sporting activities and physical well-being activities within and outside curriculum PE time
- Engaging the least active children and promoting healthy lifestyle.

This will happen through:

- the employment of regular specialist sports coaches, to model lessons for and team-teach alongside class teachers
- running regular, wide-ranging sports clubs to meet the interests of the children
- additional provision of active, engaging activities for identified target children throughout the whole school. The children involved in these activities should be reviewed termly to ensure those most in need receive this additional support.
- School's engagement in the OPAL programme.
- Educating families on healthy lifestyles, including diet and exercise

Impact

Assessment

Teachers assess children's learning in PE as they observe them during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit, teachers make a judgement as to whether the child has not yet begun, are working towards or have achieved the applicable objectives.

Teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each academic year.

Appropriate dress

Staff are expected to set a good example by wearing appropriate clothing when teaching PE.

Children are expected to wear the school PE kit in order to ensure safe participation during sessions.

Jewellery should not be worn during PE and children are required to remove these items.

Changing for PE

There is no current legislation around safe PE changing practices in primary schools.

From Y4 upwards, where possible, children will change in separate changing areas, to include classrooms. Where timetabling does not allow separate rooms to be used, larger communal rooms (Computing Suite/Music Room) may be used as an alternative space.

Mixed gender changing areas are less appropriate as children get older and staff need to be sensitive to those who mature at a much earlier or later age than their peers. Ideally, boys and girls should change separately from Y4.

Staff need to be sensitive to PE changing supervision to ensure safe working practice.

Staff must not change in the same space as children and need to be changed for PE in advance of the lesson taking place.

Where possible, female staff should supervise girls and male staff should supervise boys.

Equal Opportunities, Inclusion and Access to the Curriculum

We strongly promote equal opportunities in all aspects of our work and everyone will be able to access the provision at our school. Teachers adapt their lessons to meet the needs and interests of the children and fully implement our inclusion policy. When planning for and teaching PE, teachers consider and respond to the diverse learning needs of all pupils and set suitable learning challenges.

Safeguarding, Health and Safety

Teachers complete a risk assessment for any planned activities which present a potential hazard, e.g. off-site tournaments.

Safeguarding children from harm is our main priority and the teaching of safe practice is given great emphasis in PE.

New staff must approach the PE Leader to confirm safety requirements or identify any training needs they may have prior to the use of unfamiliar equipment. Teachers and support staff have been trained on the safe use of equipment and apparatus.

With the children, all use of new equipment starts with an appropriate session on safety. This means that all children are aware of safe procedures and understand the importance of applying safe practice at all times.

Appendix 1 - PE Termly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Dance**	**Invasion Games** (TAG Rugby)	**Gymnastics** (Travelling at floor level)	**Striking and Fielding**	**Athletics**	**Gymnastics** (Balancing on floor level)
Year 2	**Invasion Games** (Hockey)	**Dance**	**Gymnastics** (Travelling and balancing on floor)	**Striking and Fielding**	**Athletics**	**Gymnastics** (Travelling above floor)
Year 3	**Gymnastics** (Balancing above floor)	**Invasion Games** (TAG Rugby)	**Striking and Fielding** (Kwik Cricket)	**Dance**	**Gymnastics** (Travelling and balancing above floor)	**Athletics**
Year 4	**Invasion Games** (Hockey)	**Gymnastics** (Vaulting and balancing above floor)	**Striking and Fielding** (Kwik Cricket)	**Gymnastics** (Vaulting and balancing above floor)	**Athletics**	**Dance**
Year 5	**Invasion Games** (Hockey)	**Gymastics** (Simple vaulting)	**Striking and Fielding** (Kwik Cricket)	**Gymnastics** (Floor Routines involving travelling, vaulting)	**Dance**	**Athletics**
Year 6	**Gymnastics** (Floor Routines involving travelling, vaulting)	**Invasion Games** (TAG Rugby)	**Dance**	**Gymnastics** (Complete multi-level routines)	**Athletics**	**Striking and Fielding**
Swimming (10 Weeks)	**Year 6**		**Year 5**		**Year 4**	
Enrichment	Fencing- Little Musketeers? Y1/2 Zumba Allstars	Visit to International Sporting Event- Girls football? Wembley?Y5	Ultimate Frisbee- Progressive Sport? Y3	Free Running taster session- Futunityuk? Y4	Mountain Biking to Olympic Park- Online Booking Y6	

Blue indicates outside provision - Specialist Coach/ Sport Premium

*Invasion Games can include hockey, basketball, netball. For example, the skill of 'passing' is executed very differently between sports.

** Each year group has two half terms of gymnastics, equivalent to a full term across the year.