

Parkside Primary School P.E. Policy 2026-28



Intent

To provide a lifelong, positive and healthy relationship with sport and fitness, both physical and mental, and instil our value of being 'Proud to Shine'.

At Parkside Primary School, we believe that PE and Sport play an important role in making our vision statement a reality for every pupil, with the potential to change children's lives for the better.

Keep PACE with Parkside!

(Participate, Achieve, Compete, Enjoy)

Mission statement

Our mission statement is 'Proud to Shine' and we aim to add sparkle to every single child's school life.

Proud to Shine Growing In Excellence Every Day



As a partnership of Children, Parents, Staff, Governors and the wider Community, we aim to: -

- Promote equality of opportunity for all pupils and staff
- Ensure that everyone will experience an inclusive education where discrimination on the grounds of race, sexual orientation, gender or disability is actively challenged, and tolerance & understanding promoted
- Meet children's individual and collective needs
- Provide a stimulating, secure and nurturing environment
- Promote an ethos that is highly motivating and encourages all to take responsibility for their own learning
- Provide an environment where we feel secure, valued, respected and understood
- Encourage all to have a positive self-image, high self-esteem and increasing confidence
- Provide an environment which encourages active learning, investigation, creativity and challenge
- Value and celebrate the richness and diversity of cultures and beliefs in our community
- Celebrate achievement, attainment and progress in all areas of development
- Display high standards of good manners and politeness at all times
- Encourage all to have a sense of responsibility for themselves, for each other and for their environment

The Government Action Plan for School Sports and Activity states that:

- **All children and young people should take part in at least 60 minutes of physical activity every day.**
- **Children and young people should have the opportunity to realise developmental, character-building experiences through sport, competition and active pursuits.**

Sport and physical activity can enrich young people's lives, and should be considered with a view to ensuring young people have access to a variety of experiences. Sport is one of the Department for Education's five foundations for building character, and can help young people to develop skills such as confidence, self-belief, dedication and resilience. Sport also instils values and virtues such as friendship and fair play.

- **3. All sport and physical activity provision for children and young people is designed around the principles of physical literacy, focuses on fun and enjoyment and aims to reach the least active.**
- Physical literacy is our relationship with movement and physical activity throughout life.

Physical literacy is a core element of early learning and should be at the heart of all sport and physical activity for children and young people. All sport and physical activity provision for children and young people should be designed around the principles of physical literacy, focused on fun and enjoyment, and help young people (particularly girls and less active groups) to build confidence and develop a positive relationship with sport and physical activity.

The Aims of Physical Education

All children will be encouraged to:

- Develop their physical ability and be actively involved in a variety of physical activities, which are both informal and formal.
- Achieve their physical potential and develop their self-esteem through the participation in a minimum of 2 hours of physical activity each week.
- Be taught the value the benefits of a healthy and balanced lifestyle while at school and throughout life.
- To be active for at least 60 (30/30) minutes a day (KS1 and KS2) 180 minutes EYS.
- To develop their ability to work independently and as a member of a team.
- To develop a sense of responsibility towards their own and others safety and well-being.
- To become effective and confident leaders.
- To accommodate and develop children's interests in a wide range of sporting activities.
- Ensure that all PE and Sport is accessible to children of every age and ability **level.**

Objectives of Physical Education

- To provide at least **2 hours** of physical education every week.
- To teach and demonstrate safe and effective exercise procedures including warm-ups and cool downs.
- Provide an understanding of exercise and health through play, high quality curriculum provision and out of hours learning.
- Provide a range of opportunities that encourage and develop active play at both break-time and lunch-time.
- Provide opportunities in single and mixed gender groups through targeted extra-curricular clubs.
- Achieve skills that enable students to continue physical activities in adult life.
- Provide and continue to invest in safe and stimulating areas in which children can play and be active.
- Celebrate sporting achievement and promote opportunities in school and those that are available within the local community.

Rationale

PE is actively participatory, with the teacher facilitating purposeful and productive practise. This is expanded in a wide range of intra, inter and after-school sporting opportunities that are broad enough to extend and encourage the highest ability learners, whilst remaining accessible to all.

We have identified a number of key factors that demonstrate why physical activity forms an important part of our planning and provision. These include the importance of:

- Promoting the numerous benefits of an active, healthy lifestyle will ensure that all our pupils are given the opportunity and encouragement to be fit for life.
- Maintaining and promoting healthy life styles so that children are able to perform better academically.
- Physical activity in reducing obesity and other health problems.
- Regular exercise on positive behaviour and concentration levels.
- Targeting 'at risk' children through Pupil Premium and School Sports Premium funding.
- Learning within physical activity to develop spatial awareness, coordination, speed, skill, stamina, flexibility, agility, leadership, organisation, listening and communication skills.
- Engaging the whole family in a healthy active lifestyle.
- Physical activity and its potential impact on the whole school achievement.

SMSC

Through our whole school approach using Get Set4Pe whole child objectives, SMSC is incorporated throughout all aspects of learning.

Spiritual development

PE lessons include teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and an appreciation of sports from all around the world. Through dance, gymnastics and games across the school, pupils are encouraged to be creative, designing and creating their own games and dance or gymnastic routines or by expressing feelings and emotions in their dance and gymnastic performances. In PE lessons pupils are encouraged to delve deeper into their understanding of PE and the body and how it can be maximised to improve performance.

Moral development

Throughout various games, pupils make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches students about codes of conduct, rules, etiquette and fair play and unwritten rules. Competitive games provide our sports leaders and other students with leadership opportunities. They develop the ability to distinguish between right and wrong through fair play in lessons, events and participating in other competitive situations. PE encourages students to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team. This is an extension of our collaborative ethic.

Social development

PE allows all pupils to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups. Giving the pupils roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication, leadership and mediation skills. Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas. Pupils are encouraged to develop their reasoning and decision making skills communicating with others and explaining concepts with each other. Through various different competitive games and competitions, pupils are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations. This again reinforces our collaborative ethic.

Cultural development

Through participation in sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups. Actively supporting charitable events, such as Comic Relief, children will become more aware of the wider world they live in. Some of the ways we can learn about cultural learning in PE lessons include: learning about the developments of sports in different countries, learning where different sports originate from and exploring, and showing respect for, a variety of different cultural dances.

British Values

Promotion of the concept of “fair play”, following and developing rules, celebrating and rewarding success, accepting defeat and participating in activities that promote cooperation with others and inclusion for all, form an integral part of the PE curriculum.

Democracy

Pupils have the opportunity to express their views and opinions through Pupil Voice and questionnaires. They take on leadership roles where they have the opportunity to lead their own activities and events. During PE lessons pupils also take into account the views of others in their group or team.

Rule of Law

During PE lessons, pupils follow class and rules to ensure the safety of all, these expectations are also emphasised in extra-curricular clubs. Opportunities are also provided for children to participate in sporting competitions and activities which require good examples of fairness, rules and etiquette in sport.

Individual liberty

Pupils are given the freedom to make choices and become critical thinkers through evaluating and reflecting on their performance and then challenge themselves accordingly. In addition, they are able to choose to participate in our extracurricular clubs and opportunities or to be a sports leader.

Tolerance of those with different faiths and beliefs

Children will experience and talk about sport/dance from different cultures and religious beliefs linked to whole school themes. Pupils can add their own experience and knowledge to these discussions and opportunities.

Mutual Respect

Children behave appropriately to allow all participants the opportunity to take part effectively. As part of our collaborative learning approach, pupils work together in pairs/groups/teams, helping and advising others and reviewing each other's work respectfully. This also forms part of our approach of using the School Games Values through all sporting activities and events.

Travel Plan

Our school travel plan (STP) encourages families to walk to school, which we aim to encourage and maintain.

- Bike racks are positioned close to school entrances to encourage children and parents to cycle or scoot to school.
- Children in Years 3-6 will be given the opportunity to achieve Bikeability, Levels 1 and 2 before they progress to secondary school.
- In Early Years, pupils will receive balance bike training, and this will also incorporate training for parents to support their children too.
- ‘Wheelie Wednesdays’ encourage children to try different methods of travel

Active 30/30

In order to follow the recommended guidelines of children being active for at least an extra 30 minutes a day, we have put in place the following actions:

- All pupils participate in 'The Daily Mile'.
- We ensure that lessons are active wherever possible - (moving around, standing etc)
- Brain breaks are used to re-engage children and focus their learning, using 5 a day TV, Just Dance, Go Noodle, Active kids Do Better, etc.
- More active playtimes & lunchtimes through the use of Play Leaders and PE Ambassadors and Sports Crew.

Health and Safety – Please refer to separate policy

Safety

All staff should be familiar with the Health and Safety Policy document of the school. All teachers should be responsible for checking that the equipment is secure before a lesson begins.

It is essential that;

- Pupils understand all procedures and rules regarding the minimising of risks associated with P.E.
- Staff should be knowledgeable concerning particular conditions e.g. asthma, diabetes and should plan activities to minimise risk.
- Safe and effective exercises are taught including warm ups and cool downs.
- Basic rules regarding clothing, footwear and jewellery are adhered to.
- Basic rules regarding behaviour are established and adhered to.
- Staff should have secure knowledge and understanding of the concepts, skills and safety implications of the activity they are teaching.
- Staff should know who the qualified first aiders are.
- Children should be reminded about their conduct to ensure a safe lesson.
- Children should be taught how to use and move equipment safely.

Any damage, breakage or loss of equipment/resources should be reported to the PE Coordinator (Ms Pearce), as soon as possible. Any damage observed which could cause subsequent injury must be isolated from use, and reported. No groups or individuals should be able to access the resource until it has been made safe.

Clothing

- All children must bring a PE kit to school and change their clothes for PE.
- For apparatus and other indoor lessons, shorts and a t-shirt should be worn.
- For outdoor PE and other sports activities, children may wear jogging bottoms and sweatshirt over their PE kit to keep them warm. However, under no circumstances should these additional garments be the clothes the children have worn to school that day, especially in KS2.
- All children must change into their PE kit to participate in school sports clubs.
- Children should only wear earring studs to school. When hoops [or similar] are worn they should be removed and placed in an envelope ready to be sent home.
- Watches, bracelets and other jewellery should also be removed prior to PE or sports activities.
- Hair below jaw length should be tied back.
- Trainers should be worn for both indoor and outdoor PE.
- Spare PE kit and trainers are available for children without appropriate clothing.
- In very cold weather children may wear their coat outside, over their PE kit.
- There is no borough guidance on the wearing of headscarves. Parents should be informed of the safety implications and if they do not wish the head scarf to be removed, they must provide a close-fitting scarf. No pins should be used to attach the scarf.
- Staff are encouraged to wear appropriate clothing for teaching PE, though this is not a requirement.

Teachers and other staff must wear appropriate footwear for all PE lessons.

By asking pupils to be dressed suitably for exercise we are demonstrating and instilling a positive attitude to exercise and developing life skills, as well as being clear about the learning behaviour we expect.

We are demonstrating that we have high expectations for all curriculum areas and ensuring the children have the equipment they need to make good progress in PE.

We are ensuring children and adults are safe.

Equal Opportunities

All pupils within the school are entitled to a full programme of physical activity. Physical activity opportunities are open to all regardless of race, creed, religion, sex or ability. Everyone's views are important and we engage with children, parents, staff and governors to ensure that we strive to and achieve equality, openness and transparency.

Equal opportunities are provided and feedback encouraged through the following mediums:

- Review of curriculum provision on an annual basis by the PE Subject leader and SLT (curriculum monitoring)
- School Council and Sports Ambassadors, Crew and Pupil Voice (feedback on PE curriculum provision and activity opportunities).
- Parent Teacher Association (PTA), teacher, parental and governor feedback both formal and informal.
- Ensuring that playground equipment provides open access to all regardless of physical ability. Playground plans are submitted centrally for approval.

Children with a specific medical condition or specific need should take a full and active part in all physical education. This can be supported by identifying and removing barriers, such as through modifying the use of equipment and specific games or providing parallel activities.

(See Equal Opportunities Policy)

Our chosen method of teaching, using Get Set 4PE provides clear progression opportunities to all children.

Get Set4PE' provides fun and simple to follow Schemes of Work and support for Early Years Foundation Stage, Key Stage 1 (KS1) and Key Stage 2 (KS2) practitioners that give them the confidence and skills to deliver outstanding PE. It is fully aligned to National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning.

Collaborative Learning and pupil leadership.

Physical Education should be whole class with children in mixed ability groups or pairs as other subjects are. Teachers must ensure that:

- Pupils are organised into pairs/groups to encourage supported and extended deeper learning.
- Progress in PE is tracked by both children and teachers using the assessment board and is linked to learning objectives and 'real PE' and Create Development.
- Additional support is provided when necessary.
- A range of tasks with varying degrees of difficulty are provided
- Plans/Scheme of work identifies 'next steps' for the more able.

Medical Needs

Children who require particular medication, such as asthma inhalers, should take these as appropriate before, during and after PE.

Teachers, children and parents to maintain ongoing dialogue with regard to all medical needs.

The Physical Education Curriculum

Physical Education forms an integral part of physical activity. As such, time is allocated to maximise the learning opportunities for children and to meet our statutory obligations for the successful delivery of the National Curriculum.

Provision – Timings

The time allocation for PE is as follows:

Nursery

Opportunities for physical development within the Nursery is provided through well planned adult and pupil led activities in line with the expectations of the EYFS. Children have access to the outside for the whole of each session where a range of equipment is available. At the end of Nursery children would be expected to be secure at the 30-50-month age band.

Reception

In addition to planned adult led activities in line with the EYFS expectations, Reception have one PE lesson each week. This focusses on building on the fundamentals of agility, balance and coordination and also developing skills across gymnastics, games or dance. Also, during continuous outdoor provision, specific skills are planned for each week e.g. throwing and catching, skipping etc. At the end of Reception, they should achieve the Early Learning Goal.

KS1

In KS1, children are expected to make the transition from the EYFS to the National Curriculum. As part of the 2014 curriculum all children are expected to participate in a minimum of two hours of physical education/activity. In Year 1 and 2, this is split between two sessions. During these sessions, children will learn a range of fundamental movement skills (FMS) that they can then apply in sports, games and dance.

KS2

In KS2, children continue to develop their FMS, whilst applying what they've learnt in a variety of physical activity.

In Year 5, all children are taught to swim or coached to improve their swimming ability. This constitutes one of their PE lessons, so during their other lesson, they are taught through the use of Get Set4PE.

Schemes of Work

We are currently using

- GetSet4PE curriculum
- Top sport and Games
- 5 a Day TV – All year groups

Assessment, Recording and Reporting

When assessing pupils, teachers use both formative and summative assessment. This information is used to plan sequences of lessons ensuring progress and development. Pupil's achievements in PE are celebrated and reported termly to parents and at open evenings and at the end of each year in summative reports.

Formal assessment is recording at the end of each unit of work using GetSet4PE's electronic system. This is then used to highlight children who may require extra support via clubs, or to be highlighted and encouraged to attend external clubs and pathways.

The PE Coordinator monitors planning, teaching and learning to ensure compliance with the school's schemes of work, expectations and age-appropriate attainment in pupils.

A register of all pupil's participation is maintained and additional provision is made for less active pupils and higher achieving pupils. These pupils are involved through inter and intra school competitions, sports training and school partnerships with external clubs and coaches.

School Provision

Parkside is a 3-form entry school with nursery. Physical activity is viewed as an essential strand of a child's development and as such, facilities are developed and deployed to maximise the activity opportunities for our children.

We advocate children should be active and provide our facilities in such a way that can maximise children's physical development.

Facilities available for use at Parkside Primary School include:

- A gymnasium that provides space for PE (dance, gym, indoor games, fitness and afterschool clubs).
- A main hall that provides space for PE (dance, gym, indoor games, fitness and afterschool clubs).
- Two hard court playing areas providing space for PE, break-time games with supervisors and after school clubs.
- A MUGA which provides extra safe space for a range of outdoor sports and games during lessons, breaks and for clubs.
- Outdoor areas for use within the Foundation Stage and Year 1.
- Two adventure trails, including climbing apparatus, monkey bars and a traversing wall.
- An inclusive activity trail that is accessible to all.
- Three outdoor table tennis tables and 3 indoor tables.

Out of Hours School Learning (OHSL)

We are committed to providing a range of physical development opportunities for our children at Parkside School. This includes formal and informal activity (including both recreational and competitive opportunities).

We fully support the National recommendations relating to Physical Activity.

These are:

- To provide a minimum of two hours of high-quality physical education and school sport with and beyond the curriculum.
- To provide all children and young people with access to a varied menu of study support activities beyond the school day including Physical Activity.

Children have a central voice on current provision and future developments. Consultation and feedback occur through Pupil Voice, Sports Crew and Ambassadors, the school council and informal discussion with staff.

Activities will be held:

1. Before School
2. Lunch-times
3. After School

A full club and activity list is available on the school website.

In order to offer a full, engaging and open provision, we work to the following practice:

- All pupils will be encouraged to attend clubs.
- All participation in clubs is recorded and individuals tracked and targeted where necessary.
- The school will continue to encourage the participation of individual children who come from a disadvantaged background where a need is identified.
- All children on the Pupil Premium register will be encouraged to attend an after or before school club.
- Wherever possible, to encourage maximum use of time, Physical Education will coincide with the end of the school day (so that children do not need to remember additional kit) and are ready to participate.

Monitoring and Consultation

Ongoing consultation and review are considered vital in ensuring our Physical Activity provision meets the needs and aspirations of our children, staff, parents and governors.

To this end, we aim to liaise closely with the School Council and Sports Ambassadors/ Crew in KS2 to ensure that children are at the very heart of our development. This regular consultation and review will be supported by wider and in some cases targeted questionnaires and information gathering.

Involving Staff and Parents/Carers

The understanding and engagement of staff, parents and carers is crucial to the success of our overall Physical Education provision.

A central part in involving parents, staff and carers is our advocacy of Physical Education and Activity and promotion of our policies (summary and main points) and philosophy. This will be communicated via School newsletters, parents' information evenings, coffee mornings and publicity through the school web-site and social media.

Staff will be informed through on-going staff INSET of the benefits of Physical Education and Activity on children's academic achievement and life skills. In addition to this, activities will be formed to engage staff in their own health and welfare. These activities will be developed through our consultation process with staff.

Staff and other external agencies interested in supporting the provision of Physical Education and Activity will be guided through a robust procedure ensuring the safety of everyone concerned.

A clear school agreement will be used to ensure that all elements are clear and transparent. This will include:

- Information on start and finish times, expectations (dress, conduct, safety) and a named mentor.
- A mentor agreement and how this will work (observation, feedback and on-going INSET support).
- The requirement to gather information on qualifications (background) and to conduct and DBS check.
- Updated guidance of the school's Safeguarding procedures.
- An accident procedure (an agreed procedure).

Where appropriate, parents will be offered examples and support in helping their children to be physically active when not in school. This help and support will be offered by the PE Coordinator and Inclusion Manager.

Lesley Pearce

September 2026