



**Cledford Primary School and Gainsborough Primary & Nursery School**

**A Federation of Cheshire East Primary Schools**



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Local Authority Code: 895  
Establishment Number: 3821

Local Authority Code: 895  
Establishment Number: 3810

School Principal: Mr C Adlington

Federation Headteacher: Mrs A J Booth

School Principal: Mrs J Nurse

# **Federation Curriculum Policy - PE**

**Reviewed: November 2022**

**Signed:**

**Mrs J Sercombe** (Chair of Governing Board) .....

**Mrs AJ Booth** (Federation Headteacher) .....

**Mrs J Nurse** (School Principal GPNS) .....

**Mr C Adlington** (School Principal CPS) .....

Next Review Date: October 2024

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## **Statement of Intent, Implementation and Impact**

### **Intent:**

Across our federation, we recognise the importance and value of PE, and the role it has in promoting a long term, healthy lifestyle. Whilst fulfilling the requirements of the National Curriculum, our bespoke programme intends to provide all children with high quality PE and sports provision that will positively impact on them and their future. Physical education not only provides our children with the appropriate skills and knowledge, but it teaches them the importance of self-discipline, perseverance and resilience. We aim to provide lessons that teach children how to cooperate and collaborate with others, understanding fairness and equity of play to embed life-long values.

It is our vision for every pupil to succeed and achieve their potential; we strive to inspire our pupils through fun and engaging lessons; that are not only enjoyable, but challenging and accessible to all.

### **Implementation:**

Across our federation, our PE curriculum is sequential – lessons are practical and differentiated – allowing skills to be learnt, revisited and embedded. Our curriculum is designed to provide all pupils with accessible opportunities to achieve and even exceed the objectives.

In both schools, our children participate in weekly high quality PE lessons and sports provision. We employ expert external coaches who provide outstanding provision for both our children and staff. Sustainability is a key focus for our school and ensuring effective subject expertise and knowledge ensures PE is taught effectively.

Our curriculum programme incorporates a range of different sports to ensure all children develop the confidence, tolerance and appreciation of both their own, and others, strengths and weaknesses. We recognise the importance of celebrating success and managing the challenges of defeat – whilst developing leadership and individual character.

We provide opportunities for all children to engage in extra-curricular activities, in addition to participating in competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being.

### **Impact:**

Our broad and balanced PE curriculum impacts greatly on our children's ability to acquire the knowledge, skills and understanding needed to make appropriate choices about their physical health. They understand key concepts and skills taught and are able to transfer these into a variety of different sports and settings.

Our curriculum develops positive self-awareness in children as they become physically competent. They also demonstrate a healthy attitude towards competition, showing respect for individuals, teams, officials and coaches.

## Legal Framework

1.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: Physical Education programmes of study'
- DfE's (2017) 'Statutory framework for the early years foundation stage'.

## Roles and Responsibilities

2.1. The physical education coordinator is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of physical education, providing support for staff where necessary.
- Ensuring the continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in the subject.
- Organising the deployment of resources and carrying out an annual audit of all physical education resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities in the subject.
- Ensuring common standards are met for recording and assessment.
- Advising on the contribution of physical education to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of physical education in subsequent years.

2.2. Classroom teachers are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' physical education skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the **physical education coordinator** about key topics, resources and supporting individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an **annual** basis.

- Reporting any concerns regarding the teaching of the subject to the **physical education coordinator** or a member of the **SLT**.
- Undertaking any training that is necessary in order to effectively teach the subject.

### **Early Years Provision**

- 3.1. Activities and experiences for pupils will be based on the seven areas of learning and development, as outlined in the DfE's 'Statutory framework for the early years foundation stage'.
- 3.2. Provision for early years pupils focusses on four specific areas:
  - Literacy
  - Maths
  - Understanding the world
  - Expressive arts and design
- 3.3. All activities will adhere to the objectives set out in the framework.

### **The National Curriculum**

- 4.1. The national curriculum is followed and provides a full breakdown of the statutory content to be taught within each unit.

#### **KS1 Objectives**

- 4.2. 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

#### **KS2 Objectives**

- 4.3. 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, rounder's 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.

### **Cross-curricular links**

5.1. Wherever possible, the physical education curriculum will provide opportunities to establish links with other curriculum areas. 5.2. English

- Pupils are encouraged to use their speaking and listening skills to describe what is happening.
- Pupils' vocabulary is developed through the use and understanding of specialist terminology.

5.3. Maths

- Pupils use their knowledge and understanding of measurement in events such as long jump, vertical jump and throwing events.
- Where appropriate, pupils may record findings using charts, tables and graphs.
- Pupils may use data analysis in order to identify patterns.

5.4. Science

- Pupils will recognise the physical changes to their body when exercising.
- Pupils will know and understand the impact of warming up, exercising and cooling down and the impact this has on their body.
- Pupils will be taught the importance of healthy living. Including, eating habits, drinking habits, sleeping patterns, exercising and mental well-being.
- In upper KS2, children will be taught about the muscles in the body.

### 5.5. Spiritual development

- Pupils are encouraged to think about the effect of humans actions on the environment – E.g. walk to school week
- Current sport developments and issues will be discussed in the classroom, where appropriate – Olympics. World Cups, Paralympics.
- Pupils are taught to persevere, work together in a team and embed good sportsmanship values.
- All pupils will treat team players fairly. Creating a strong ethos for equality and diversity.

### Teaching and Learning (Pedagogy)

- 6.1. Pupils will be taught to describe key characteristics and associated processes in common language, as well as understand and use technical terminology and specialist vocabulary.
- 6.2. Pupils will undertake independent work, and have the opportunity to work in groups and discuss work with their peers.
- 6.3. Lessons will allow for a wide range of physical education activities, including the following:
  - Questioning, predicting and interpreting
  - Practical experiences
  - Collaborative work
  - Peer assessment and discussions
  - Problem-solving activities/games
  - Groupings of teams
- 6.4. Lessons will involve the use of a variety of sources, power-points, equipment, pictures and videos.
- 6.5. The classroom teacher, in collaboration with the **physical education coordinator**, will ensure that the needs of all pupils are met by:
  - Setting tasks which can have a variety of responses.
  - Providing resources of differing complexity according to the ability of pupils.
  - Setting tasks of varying difficulty depending on the ability group.
  - Utilising teaching assistants to ensure that pupils are effectively supported.
- 6.6. Opportunities for outdoor learning and practical work will be provided wherever possible, such as orienteering.
- 6.7. Each year group will have the opportunity to undertake in a sport competition, E.g. sports day and intra school sports competitions.
- 6.8. Feedback  
Feedback should:
  - Redirect and focus either the teachers' or the learners' actions to achieve a goal
  - Be specific accurate and clear
  - Encourage and support further effort

- Inform future planning, ensuring continuity, progression and appropriate differentiation
- Be given sparingly so that it is meaningful
- Put the onus on students to correct their own mistakes, rather than providing correct answers for them
- Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons
- Encourage children to take responsibility for improving their own learning by self assessment and peer assessment
- Ultimately be seen by pupils as a positive approach to improving their learning

## **Planning**

- 7.1. All relevant staff members are briefed on the school's planning procedures as part of staff training.
- 7.2. Throughout the school, physical education is taught as a discrete lesson and as part of cross-curricular themes when appropriate.
- 7.3. Teachers will use the key learning content in the DfE's statutory guidance 'National curriculum in England: physical education programmes of study'.
- 7.4. Lesson plans will demonstrate a balance of interactive elements used in teaching, ensuring that all pupils engage with their learning.
- 7.5. Long-term planning overviews are used to outline the units to be taught within each year group.
- 7.6. Medium-term planning are used to outline the vocabulary and skills that will be taught in each unit of work, as well as highlighting the opportunities for assessment.
- 7.7. Medium-term plans will identify learning objectives, main learning activities and differentiation.
- 7.8. Medium-term plans will be shared with the **physical education coordinator** to ensure there is progression between years.
- 7.9. All lessons will have clear learning objectives, which are shared and reviewed with pupils.

## **Assessment and Reporting**

- 8.1. Pupils will be assessed, and their progression recorded, in line with the school's **Assessment Policy**.
- 8.2. Assessing children's learning in physical Education enables teachers to identify pupil's retention of knowledge, misconceptions and next steps.  
Assessment for learning takes place in each lesson. This may take the form of a quick oral recap activity (see agreed school pedagogy for teaching & learning) or a short-recorded task. All tasks are quick and pacy as new learning is the priority.
- 8.3. Assessment will be undertaken in various forms, including the following:
- Talking to pupils and asking questions
  - Discussing pupils' work with them
  - Verbal feedback against the learning objectives
  - Specific tasks for individual pupils
  - Observing practical tasks and activities

- Pupils' self-evaluation and peer assessment of their work

In terms of summative assessments, the results of end-of-year assessments will be passed to relevant members of staff, such as the pupil's future teacher, in order to demonstrate where learners are at a given point in time.

- 8.4. Parents will be provided with a written report about their child's progress during the Spring term every year. These will include information on the pupil's attainment, progress and attitude towards physical education.
- 8.5. Verbal reports will be provided at parent-teacher interviews during the Autumn and Summer terms.
- 8.6. Pupils with SEND will be monitored by the SENCO, and the appropriate support will be put in place.

## **Resources**

9.1 There is a range of resources to support the teaching of physical education across the school including a range of practical equipment.

9.2 Teachers have access to CNSSP – Crewe and Nantwich school sports partnership and expertise coaching and CPD support from Sports Coaching group.

## **Equal Opportunities & Inclusion**

10.1 We are committed to giving all of our children every opportunity to achieve excellence. We do this by taking account of pupils' varied life experiences and needs.

10.2 Our curriculum is broad and balanced and we have high expectations of all children.

10.3 The achievements, attitudes and well-being of all our children matter, regardless of ethnicity, attainment, age, disability, gender or background.

10.4 We actively seek to remove barriers to learning and participation that have the potential to hinder or exclude individuals or groups of children.

10.5 Equality of opportunity must be a reality for our children and we ensure this through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children for whom English is an additional language;
- children with special educational needs and disabilities.

## **Staff Development**

11.1 Teachers are expected to have good, up to date subject knowledge and to use the materials that are available to them in order to promote the best outcomes for children.

11.2 Training needs are identified as part of our whole school monitoring and evaluation, performance management/appraisal and induction programmes. These needs are reflected in the School Development Plan.

11.3 Ongoing coaching is given, where needed, throughout the year by subject leaders and SLT.

11.4 Staff have the opportunity to observe their colleagues teach as part of an informal coaching programme.

11.5 Subject leaders arrange for relevant advice, resources and information, for example feedback from training, to be disseminated appropriately with colleagues.

11.6 Where necessary, in conjunction with the SLT and in order to secure outstanding subject knowledge, subject leaders lead or organise training for colleagues.

### **Monitoring and Review**

12.1. This policy will be reviewed on an **annual** basis by the **physical education coordinator**.

12.2. The **physical education coordinator** will monitor teaching and learning in the subject at the school, ensuring that the content of the national curriculum is covered across all phases of pupils' education.

12.3. Any changes made to this policy will be communicated to all teaching staff.

12.4. The next scheduled review date of this policy is October 2024.

### **This policy operates in conjunction with the following school policies:**

- Special Educational Needs and Disabilities (SEND) Policy
- Feedback Policy
- Assessment Policy
- eSafety Policy
- Equal Opportunities Policy
- Health and safety policy



# Physical Education Policy

## Annex 1 - Safeguarding Considerations for Changing Rooms



When children are changing for sports activities it is important to remember that:

- getting changed can make some children feel vulnerable
- getting changed can cause anxiety for some children
- staff and volunteers can feel unsure about changing supervision
- all staff children and adults are safe

### Child Protection

Some signs of abuse may become apparent while children and young people are getting changed. For example, you may notice changes in behaviour, children being uncomfortable getting changed or unusual marks and bruises. Staff and volunteers should report any concerns about a child and young person through the procedures identified in the school Child Protection and Safeguarding policy.

Changing areas could be places where young people are more vulnerable to peer-on-peer abuse such as bullying or harmful sexual behaviour, especially in areas where there is less supervision. School staff need to be able to keep children safe while allowing them privacy.

### Changing Areas

The following things should be considered when organising changing facilities for children.

- Mixed gender changing areas are less appropriate as children get older. Be sensitive to those who physically mature at a much earlier or later age than their peers. Children usually begin puberty at any point between the ages of 8 and 14 (NHS, 2021).
- All children should be treated by everyone fairly and with respect for their privacy and dignity.
- Adequate and sensitive arrangements should be made for changing which take into account the needs of all children. This should include those with disabilities, those who are transgender, non-binary or questioning their gender identity and those from different religions, beliefs and cultural backgrounds.
- Adults must always change or shower privately; never in the same space as children.

### Separating Children of Different Genders

In England, the School Premises (England) Regulations 2012 state that schools must provide suitable changing accommodation and showers for children who are aged 11 or over at the start of the school year and who receive physical education. They must also provide separate toilet facilities for boys and girls aged 8 years or over, except where the toilet facility is intended for use by one pupil at a time and can be secured from the inside. The Department for Education (DfE) has provided guidance on the standards for school premises (DfE, 2015).

### Transgender and Non-Binary Children

Using gendered changing facilities can be a source of stress for transgender and non-binary children so staff should strive to meet young people's wishes on a case-by-case basis and in a considered and mindful way.

### Staff Supervision

Appropriate supervision should be based on the age and developmental needs of the children and young people getting changed. It should not be necessary for adults to remain in the changing room in order to maintain good behaviour; being in close proximity and students being aware of this may be enough.

Students should know that adults are in earshot of what is happening in the room and will enter if necessary - in response to a disturbance or bullying, for example.

Consideration should also be given to the following principles of best practice:

- It may be possible to leave the door of designated changing rooms slightly open so that nobody can see inside but staff outside can hear if there is a disturbance.
- If an adult needs to enter the room they should alert children in advance and give children the opportunity to cover up if they want to.
- Where possible, the adults who are supervising children getting changed should be of the same gender as them.
- Adults should never stand in the changing room watching children and young people, or go in and out repeatedly without good reason.
- You should establish a clear code of behaviour and make sure students understand your expectations about their behaviour while they are unsupervised.
- Children and young people should know who to talk to if they have concerns about the behaviour of a member of staff or other young people. If concerns are raised these should be taken seriously, and the nominated child protection lead should take appropriate action.

### **Children and Young People Who Need Help Getting Changed**

When organising changing areas for children who need extra support to get changed, staff should refer to the school's Intimate Care Policy. Staff should also:

- Involve children, parents or carers in making decisions which involve intimate care
- Ensure all staff and volunteers are aware of any intimate care issues for individual children and young people and understand the school's policy for assisting children who are disabled or require additional support
- Encourage children of all ages to be as independent as possible - consider prompting and giving verbal help and encouragement before offering physical assistance
- Be especially careful when helping children with underclothes, tights and swimming costumes.

If it's necessary to give a child assistance, adults should always do so openly and in sight of others.

### **Using Off-Site Changing Rooms**

Staff should think about what safeguards need to be put in place to protect children when visiting other sites. As well as the guidance above, the following principles may be helpful.

- It is not appropriate for schoolchildren to share changing facilities with members of the public unless this has been carefully risk assessed (for example at school swimming sessions).
- If school sessions are before or after public sessions, enough time should be booked either side of the session to allow children to get showered and changed before the public are allowed in.
- If changing areas are shared with students from another school, particularly those who are older/younger, all schools involved should conduct a thorough risk assessment together.

**Further information can be found in the NSPCC Schools Briefing  
'Safeguarding Considerations for Changing Rooms' – February 2022**