Physical Education Policy
2026/2027

Content:

Curriculum statement
Assessment
Inclusion
Clothing/changing for P.E
Non-participation
Health and safety/risk assessments
Accident procedure

Curriculum Statement

Intent

At World's End Junior School, we recognise the value of Physical Education, School Sport and Physical Activity (PESSPA). We fully adhere to the aims of the National Curriculum and believe that PESSPA is a powerful tool for educating the whole child. Through our PE provision, we aim to nurture and promote our core school values of readiness, respect, and resilience.

We strive to provide a broad and balanced programme that enables all children to:

- Develop physical confidence to support lifelong health and fitness.
- Acquire and refine game-specific skills across a range of sports and activities.
- Enhance social skills through teamwork, cooperation, and fair play in both competitive and collaborative contexts.
- Build personal qualities such as confidence, positive attitude, and resilience.
- Develop cognitive understanding by making informed choices and applying tactical awareness.

Foster creativity by designing and performing their own games, sequences, and challenges.

Through these experiences, we aim to ensure that every child leaves World's End Junior School with the knowledge, skills, and motivation to lead an active, healthy, and fulfilling life.

Implementation

At World's End Junior School, Physical Education is taught as a stand-alone subject and is also integrated into other areas of the curriculum wherever possible, helping children make meaningful connections between physical activity and wider learning.

PE is taught twice a week to all pupils, ensuring regular opportunities to develop physical competence, confidence, and enjoyment. Each lesson includes a dedicated fitness activity designed to improve key areas of personal fitness:

- **Cardiovascular strength**
- **Muscular strength**
- **Endurance**
- **Flexibility**

We follow the Get Set 4 PE scheme of work to ensure clear progression, consistency, and full coverage of the National Curriculum for Physical Education. The scheme provides a structured framework that supports teachers in delivering high-quality lessons which build on prior learning and develop a broad range of skills across different activity areas.

These activities are based around personal competitiveness where children are not competing against each other but trying to improve, week by week against their personal targets, building their resilience and perseverance.

The remaining part of each lesson will focus on skills-based learning where children will learn 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

At World's End Junior School children will have swimming lessons in years three, five and six, where pupils will 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.

Impact

Our PE curriculum is designed to lay the foundation for lifelong participation in physical activity, educating the whole child to become physically confident and to develop the knowledge, skills, and motivation needed for a healthy, active lifestyle. It provides inclusive opportunities for all pupils to succeed and excel in a broad range of physical activities and competitive sports. Through high-quality physical education, we also aim to embed our core school values of readiness, respect, and resilience, supporting pupils' personal development both within and beyond the PE curriculum.

Assessment

At World's End Junior School, assessment in Physical Education is continuous and purposeful, supporting children in achieving the aims of the National Curriculum and our school's vision for PE. Teachers use a range of formative assessment strategies to monitor progress and inform future teaching and learning.

Throughout each unit of work, teachers make informal judgements through observation of pupils' performance, engagement, and understanding. These observations are guided by the learning objectives set out in the National Curriculum.

iPads are used to record and review performances, enabling pupils to reflect on their progress through teacher, peer, and self-assessment.

A PE journal is also used to evidence what children know, understand, and can do. This provides an ongoing record of learning, demonstrating progress in

physical, cognitive, social, and personal development across all areas of the PE curriculum.

By the end of key stage 2 children should be able to:
Apply sports-based skills in different ways
Link and sequence actions
Communicate effectively
Collaborate
Compete
Understand how to keep themselves healthy and fit.
Know how to improve in sports and activities
Evaluate and recognise success
Swim 25 metres
Perform safe self-rescue.

Cross-curricular links

PE provides a range of opportunities for making links with other areas of the curriculum. The National Curriculum suggests the following specific areas:
1. Further promoting children's spiritual, moral, social and cultural development
2. Further development of key skills
3. Further development of thinking skills

Spiritual, social, moral and cultural development of children's learning:
A. spiritual aspects

1. encouraging children to consider their values and attitudes
2. developing a sense of awe and wonder
3. promoting self-understanding
4. opportunities for problem solving and discovery
5. encouraging the enjoyment of learning
6. requiring children to think for themselves
7. considering other people's point of view

B. moral aspects

1. Developing sense of right and wrong
2. Consideration of others
3. Awareness of the needs of others
4. Honesty and integrity
5. Understanding and knowledge of ethical issues
6. Challenging children to take responsibility for their actions
7. Treating others with courtesy and respect

8. Consideration of equal opportunities

C. Social aspects

1. Encouraging children to see issues from other people's perspective
2. Listening to the views of others
3. Being able to handle controversial issues
4. Promoting good relations between individuals and groups
5. Providing opportunities for exercising responsibility
6. Enabling children to demonstrate initiative

D. cultural aspects

1. Challenging racism and cultural elitism
2. Encouraging children to value their worth
3. Working with people from other cultures e.g. bhangra dancing
4. Recognising the contribution made by many cultures to the development of physical activity and sport
5. Providing opportunities to work with specialists in their field

Inclusion

We are committed to ensuring that all children, regardless of ability, background, or need, are able to access and enjoy Physical Education. Lessons are designed to be inclusive and to provide appropriate challenge and support for every child. Physical activities are differentiated in a variety of ways, including:

- Resources – adapting equipment or apparatus to suit individual needs and abilities.
- Outcome – setting open-ended tasks that allow all pupils to achieve success at their own level.
- Task – modifying the activity or rules to ensure accessibility and engagement for all.
- Support – providing varying levels of adult guidance and differentiated peer support.

Our PE curriculum is inclusive of all children.

Dress code

Children and adults must be dressed appropriately for PE lessons.
Children:

- Plain white tee shirt
- Black/green shorts or jogging bottoms
- Trainers or plimsolls – not football or astroturf boots
- School jumper or cardigan
- Long hair must be tied back

NB: children may have bare feet for gymnastics or dance in the hall but MUST wear shoes or plimsolls when en route to the hall

Swimming:

- one-piece swimsuit or trunks and towel in a waterproof bag
- Long hair to be tied back
- Swimming caps advised but not essential
- Goggles may be worn if requested by parents

Jewellery – all jewellery, including ear studs **must** be removed for all areas of the PE curriculum

Watches and jewellery are the responsibility of the child and staff are advised not to accept responsibility themselves.

Compromise on certain items of jewellery e.g. bangles will be reached where there is conflict with accepted cultural or religious practices.

Adults:
All staff are required to dress appropriately for teaching PE or for taking part in any physical activity with the children. Long hair must be tied back, and trainers or plimsolls worn. Staff are encouraged to wear appropriate sportswear, such as a tracksuit and suitable footwear, to ensure they can actively support and demonstrate physical activities safely and effectively.

Changing for PE

At the swimming baths, separate changing facilities are provided for boys and girls.

For PE lessons, children will wear their PE kits to school on the relevant days.
Staff will be aware of children without kit or who persistently fail to have kit in school. A conversation with parents will happen if kit I regularly not brought into school.

Non-participation

Participation in PE is a crucial aspect of children's development. Every child must take part unless excused for medical reasons for which a written note must be provided. Children who are not taking part in the lesson must be observers so that they are able to keep up with the progress of the class. If appropriate, the child may be given a task to do e.g. scoring for games, organising equipment.

Health and Safety and Risk Assessment

No child is required to take part in any activity which would put them or others at risk. Learning activities are matched to the needs and abilities of each child. Risks Assessments for working in the Hall, playground and field are available on the school network. Before each lesson, the teacher will carry out a visual check of the area and equipment being used.

Moving, storing and using equipment and apparatus:
Children must be reminded when moving apparatus to

1. stand close to the piece of equipment
2. use knees when lifting and not to bend their backs
3. keep fingers underneath, not on top
4. step sideways and look where they are going

Maintenance of equipment and apparatus:
PE equipment is inspected annually by an independent, specialist company and maintenance and replacement carried out as advised. Teachers report any additional concerns to the business manager.

Small equipment is monitored by the PE co-ordinator and repaired or replaced as necessary. Teachers report any additional concerns to the PE co-ordinator.

Accident Procedure

Minor accidents must be referred to a qualified first aider. All accidents must be logged using the agreed procedure by the first aider.

In the event of a serious accident or injury, the lesson must be stopped and a member of SLT and qualified first aider summoned.

Senior leadership and first aider will assess the situation and send for an ambulance, if necessary. Parents will be contacted by a member of SLT. A verbal report of the circumstances of the accident must be given immediately, followed by a written report on the same day.