# Policy for Physical Activity

## 2026-27

**Reviewed - October 2026**
**Next review - October 2027**

"All things are possible with God."
Mark 10:27

**Mission Statement:**
*All things are possible with faith, understanding and forgiveness; everyone can flourish together.*

At St Anne's CE Lydgate we want our children to be independent and resilient but to know that, when things seem overwhelming, there is always a guiding hand available from everyone in our school community. "When you saw only one set of footprints, it was then that I carried you" (Footprints in the Sand)
***Moral of this story:*** *You're never ever alone, especially during your most trying times. God is always with you. Even if you can't be your own best friend yet, make sure to acknowledge the fact that God is your best friend always!*

**Vision:**

We aim to create successful citizens of the future who have a growth mind-set and are resilient and prepared for their journey through the ever-changing world in which we live.

We aim to do this by:

● Teaching the importance of being compassionate and respectful to others and role modelling the Christian Values, whilst at the same time respecting and recognising the value and importance of other faiths and lifestyles.
● Providing a rich and creative curriculum that inspires a passion for learning and promotes excellence.
● Collaborating and supporting others to achieve their very best; encompassing our school, our homes, our parish, and the wider community.
● Providing a nurturing and safe environment where children can be healthy and happy both physically and emotionally.
● Facilitating investigative learning opportunities through the development of the effective characteristics of learning.
● Promoting philosophical inquiry to stretch and develop analytical thinking and questioning; creating independent and creative thinkers who are resilient and prepared for all life has to offer.

**Golden Values:**

Community Faith Forgiveness Respect Perseverance

At St Anne's we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability.

The school will actively promote equality and foster positive attitudes and commitment to educational equality.

**Aims and Objectives**

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities.
Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle.
A high-quality physical education curriculum should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. It should also inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

**The aims of P.E. are:**

- To create positive, lifelong attitudes to a healthy lifestyle;
- To enable children to develop and explore physical skills with increasing control and coordination;
- To encourage children to work and play with others in a range of group situations;
- To develop the way children perform skills and apply rules and conventions for different activities;
- To increase children's ability to use what they have learnt to improve the quality and control of their performance;
- To teach children to recognise and describe how their bodies feel during exercise;
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

**Teaching and Learning**

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete, and they have the opportunity to use a wide range of resources.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Pupils receive at least 2 hours of physical education per week.

## The Foundation Stage

We encourage the physical development of our children in the Reception class as an integral part of their work. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenges, both indoors and outdoors, using a wide range of resources to support specific skills.

## Special Educational Needs

At our school we teach PE to all our children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all. Through our PE teaching we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range, the child may have special educational needs. Intervention through SEND Support will lead to the creation of an Educational; Health Care Plan (EHCP) for children with special educational needs. This may include, as appropriate, specific targets relating to PE.

We enable children to have access to a full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all children.

## Assessment and Recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. Records made also enable the teachers to make annual assessment of progress for each child, as part of the child's annual report to parents.

## Contribution of PE to teaching in other curriculum areas

### English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve performances.

Information and Communication Technology (ICT)

We are constantly developing ICT in all areas including PE. Children are using new technology in their lessons to support their learning. For example, children are using I Pads to record performances and then using them to discuss and develop their ideas and skills. In the hall we use the large screen to show recorded work and to play tutorial videos to aid learning of skills.

Personal, Social and Health Education and Citizenship (PSHE)

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons.

Spiritual development- helping children gain a sense of achievement and develop positive attitudes towards themselves.

Moral development- helping children gain a sense of fair play based on rules and the conventions of activities, develop positive sporting behaviour, know how to conduct themselves in sporting competitions and accept authority and support referees, umpires and judges.

Social development- helping children develop social skills in activities involving cooperation and collaboration, responsibility, personal commitment, loyalty and teamwork, and considering the social importance of physical activity, sport and dance.

Cultural development- helping children experience and understand the significance of activities from their own and other cultures (for example, folk dances and traditional games), recognise how activities and public performance gives a sense of cultural identity, and consider how sport can transcend cultural boundaries.

## Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of the equipment in the PE store in the hall, and this is accessible to children only with adult supervision. These resources support the Sport Leaders in our school to deliver activities in the playground at playtimes.

The children use the hall, playground and our sports field for lessons and extra- curricular clubs. KS2 children also use Swim at School for weekly swimming lessons in Year 3.

## Extra-Curricular Activities

The school provides a wide range of extra- curricular PE clubs including netball, football, multi-skills, and dance, plus other seasonal activities. We send details to parents regarding clubs, and we have competitions against other schools in a wide range of activities. This introduces the competitive element to team games and allows children to put into practice the skills that they have developed

in their lessons and at the clubs. These opportunities foster a sense of team spirit and cooperation amongst our children.

## Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage children to always consider their own safety and the safety of others. We expect them to change for PE and wear the suitable clothing recommended in our school uniform policy. No jewellery is to be worn for any physical activity. Pupils who do not have a PE Kit may not be allowed to participate in physical activities. The school is sensitive to religious and cultural dress needs and will work with parents to uphold these needs alongside the health and safety needs.

## The role of the PE Leader

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the Head Teacher and the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE and being informed about current developments in the subject. The role also includes liaising with Sports Development coaches to ensure a breadth and depth of coverage in the P.E. curriculum. The subject leader has allocated management time to meet with the Head to discuss strengths and weaknesses in the subject and highlight areas for further improvement and to also undertake lesson observations to develop high-quality teaching of PE across the school.

The subject leader also supports and monitors the Sports Leaders in our school to ensure confident leaders who can deliver well planned, structured and happy playtimes.

## Equal Opportunities

Provision is made for all children regardless of ability, disability, additional needs, medical conditions, gender, faith or ethnicity and reasonable adjustments are made in a range of ways. All children have a right to be treated equally, and the school will take measures against those who do not abide by this ethos.

## Monitoring and Evaluation

Policy and practice are monitored and evaluated on a regular basis. Monitoring may take the form of lesson observations, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning.

The school leadership team has a responsibility to ensure the policy is embedded into the school provision and report to governors on the effectiveness of the policy.