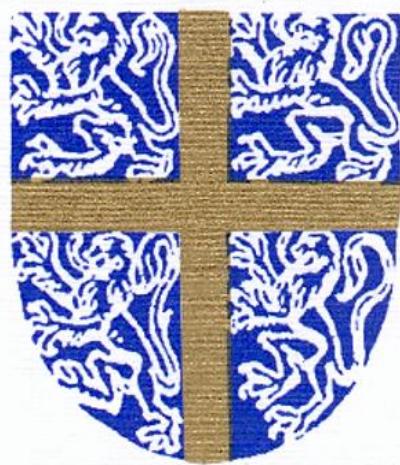


William Cassidy Church of England Primary School

Physical Education Policy

*'Life in all Fullness'
(John 10:10)*



As a school, we want to provide learners with the very best education. To let them experience life in all its fullness and living with all their heart. Our main core value of love underpins all that we do. Our school is Christ-centred and our core Christian values of love, respect, courage, service and resilience flow through every aspect of school life. It is on this bedrock that we provide an excellent education for our whole school family. We want our entire school community to be the very best that they can be and to recognise that they are precious, loved and valued.

Introduction

At William Cassidy Church of England Primary School, we believe that high-quality Physical Education is essential in enabling all children to flourish and to live “Life in All Its Fullness.” This curriculum area provides opportunities for pupils to experience “Life in All Its Fullness” through challenge, enrichment, teamwork and personal growth.

Rooted in our Christian distinctiveness and our core values of: love, respect, courage, resilience and service, our PE curriculum nurtures the whole child—physically, socially, emotionally, morally and spiritually. The PE curriculum promotes spiritual development through experiences of awe, wonder, reflection and appreciation of the body as part of God’s creation.

The PE curriculum at William Cassidy enables pupils to put Christian values into action:

- **Love** – supporting and celebrating each other’s efforts.
- **Respect** – practising fairness, honesty and sportsmanship.
- **Courage** – persevering in challenge and competition.
- **Service** – helping others, including leadership roles such as play leaders and sports ambassadors.
- **Resilience** – building stamina and achieving their ‘personal best’ by persevering within lessons and at a competitive level.

Aims

Through PE, we aim to inspire every child to enjoy being active, develop competence, grow in confidence, work collaboratively and persevere. PE also provides rich opportunities for pupils to show love through encouragement, respect through fair play, courage in challenge, service through teamwork and the resilience to keep trying and never give up.

In line with the National Curriculum for Physical Education (2014), our PE curriculum enables all pupils to:

1. Develop competence in a broad range of physical activities.
2. Remain physically active for sustained periods of time.
3. Engage in competitive sports and activities.
4. Lead healthy, active lives.

By the end of Key Stage 1, pupils will master basic movements and participate in team games and simple dance.

By the end of Key Stage 2, pupils will apply a broader range of skills, communicate, collaborate, compete, evaluate performance, swim at least 25 metres and understand how to remain safe in water.

For Early Years Foundation Stage (Nursery and Reception), provision links to the EYFS Statutory Framework, particularly the areas of Physical Development and Personal, Social and Emotional Development.

Curriculum Intent

- A clearly sequenced curriculum that progressively builds knowledge and skills from Nursery to Year 6.
- Strong alignment with whole-school vision and values.
- Ambition for all pupils, including SEND, disadvantaged and higher-attaining pupils.

Curriculum Implementation

- High-quality teaching using clear modelling, purposeful practice and formative assessment.
- Opportunities for deliberate practice and mastery of movement skills.
- Inclusion, adaptation and scaffolding to ensure all pupils access the full curriculum.

Curriculum Impact

- Pupils achieve well and make sustained progress.
- Pupils show positive attitudes to learning and understand the importance of physical activity to long-term health.
- Pupils develop character, resilience and teamwork. The PE curriculum contributes to a child's personal development.

Curriculum Organisation

- All pupils from Nursery to Year 6 receive two hours of high-quality PE each week.
- Lessons are planned to ensure progression of skills, knowledge and vocabulary through a clear whole-school scheme of work.
- Units include: invasion games, net/wall games, striking and fielding, dance, gymnastics, athletics, swimming (KS2), outdoor and adventurous activities, fitness and fundamental movement skills.
- Swimming is taught in line with national expectations, with opportunities for catch-up provision where needed.

- EYFS children access daily physical development opportunities via indoor and outdoor provisions.

Teaching and Learning

Effective PE teaching in our school includes:

- Clear learning objectives and success criteria.
- Explicit modelling and breaking down of complex skills.
- Use of demonstrations, video analysis and peer/self-assessment.
- Encouragement of teamwork, collaboration and problem solving.
- Celebration of effort, improvement and perseverance.
- Opportunities to apply learning through competitive and non-competitive activities.

Inclusion and Adaptation

We are committed to ensuring equitable access for all pupils, in line with the Equality Act (2010) and SEND Code of Practice. This includes:

- Differentiated tasks and modified equipment.
- Adapted rules or grouping to ensure success and participation.
- Personalised targets where appropriate.
- Additional adult support for pupils with specific medical, physical or learning needs.

Our curriculum promotes respect, empathy and sensitivity towards all.

Assessment and Monitoring

Assessment focuses on:

- Mastery of skills and knowledge.
- Understanding of tactics, rules and strategies.
- Personal qualities: effort, teamwork, determination and fairness.
- Swimming attainment (Year 6).

Monitoring includes lesson observations, pupil voice, planning scrutiny, participation tracking and analysis of outcomes.

Health, Safety and Safeguarding

- Staff follow relevant health and safety guidance (e.g. AFPE and PESSPA)

- Pupils are taught safe handling, spatial awareness and correct use of equipment.
- Jewellery is removed; long hair is tied back; appropriate clothing and footwear are worn.
- Risk assessments are in place for on-site and off-site activities.
- All external coaches follow safeguarding requirements.

All indoor and outdoor fixed apparatus and climbing frames are subject to termly health and safety inspections and an annual ROSPA inspection to ensure they are safe to use and remain in good working order.

Extra-Curricular Opportunities

We provide a broad menu of activities before, during and after school, including competitive events, tournaments, sports festivals and inclusive clubs. These opportunities:

- Promote physical health and well-being.
- Foster courage, teamwork and service.
- Provide leadership opportunities such as Sports Leaders.

Partnerships

The school regularly works with:

- Stockton Schools Sports Partnership (SSSP). We participate in termly sporting events throughout the year. Children visit specialist sports facilities across Stockton and represent their school at a competitive level.
- Stockton Town Football Club. Coaches visit site each term to work directly with pupils. The club offers a number of free places to children for their holiday camp programme. Disadvantaged children, who qualify for the HAF programme, are also invited to attend these sessions.
- Durham Cricket Club. Coaches visit school in the summer term and coach children during PE lessons. They also run an extra-curricular cricket club after school.
- Stockton Little Movers. A dance coach visits school each week and delivers an extra-curricular dance club after school.
- Splash Leisure Centre - Stockton. Pupils across KS2 access swimming lessons at this location. Y3 attend swimming sessions for 6 weeks within the academic year (3 x 2 weekly blocks. 30 hours). Pupils in Y4, Y5 and Y6 attend swimming sessions for 2 weeks per academic year (1 x 2 weekly block. 10 hours).

- Pupils in Early Years receive Balance Bike sessions each year within the summer term.
- Pupils in UKS2 visit Robinwood Outdoor Education Centre each year and complete a number of outdoor adventure activities. This is a residential experience.

Partnerships support inclusion, competition, professional development and enrichment.

Sports Week

In the summer term we plan and deliver an annual 'sports week'. A typical programme follows the below structure:

Monday - A variety of fitness challenges including: climbing, balancing, throwing, aiming, kicking and running - this includes an inflatable obstacle course and climbing wall on the school field. We aim to introduce children to sporting experiences that they may otherwise not access independently or have readily available in the local community.

Tuesday - A range of sports led by staff and specialist coaches. Carousel model. Sports include: Yoga, Cricket, Gym, Dance, Football and Hockey.

Wednesday - Sponsored Fitness Circuit and inspirational assembly led by professional athlete / external coach.

Thursday - Key Stage 1 and 2 Sports Day - school field. Local community invited.

Friday - Early Years Sports Day - school field. Local community invited. Charitable Fundraiser - usually the Race for Life (Cancer Research).

We utilise local facilities and the local area during sports week by organising educational visits. Examples include visits to Tees Barrage, beach camps and local parks for outdoor adventure activities.

Roles and Responsibilities

Subject Leader:

- Oversee curriculum, assessment, resources and professional development.
- Monitor teaching and learning.
- Promote the subject across the school and community.

Mrs Campbell is the subject leader for PE.

Class Teachers:

- Plan and deliver high-quality PE lessons.
- Ensure safety and inclusion for all pupils.

Senior Leadership Team:

- Support strategic development and provide resources.

Pupils:

- Engage positively, show courage, behave respectfully, and support one another during PE sessions both inside and outside of school.

Review of Policy

This policy is reviewed every two years or sooner if required due to updated guidance.

Policy approved by the Governing Body: January 2026
Date for Review: January 2027