



**Ivington C of E
Primary and
Pre-school**

*Reaching together with the Fruit of the
Spirit (Galatians 5:22-23)*

Physical Education Policy

Approval of the Governing Body

This document is a statement of the aims, principles, and strategies for:

Physical Education Policy

At

Ivington C.E. (VA) Primary and Pre-school.

It was revised during the:

Spring Term 2025

It has been agreed and is supported by the teaching staff and the governing body.

We aim to review this policy during the:

Spring Term 2027

Or sooner if necessary.



Linking with our Vision – Reaching together with Love, Joy and Peace (Galatians 5:22-23)

To provide a caring, Christian ethos for the school, which inspires and excites a shared enthusiasm for life and learning.

At Ivington CE Primary and Pre-school, through our strong Christian ethos and focus on nine important Christian values, we are committed to providing a deeply nourishing, spiritual, ambitious, and broad curriculum.

Our motto, 'Reaching together' underpins our belief in equality of opportunity for all, where we actively endeavour to promote understanding and appreciation of our diverse society and give each child a special place in the world where they feel valued, essential to our community and equipped with the necessary skills to make a positive contribution.

We perceive our role to be opening a 'Window on the World', through which our pupils are actively encouraged to develop respect for the beliefs and cultures which enrich their everyday lives and encourage others to do likewise.

We strive to eliminate inequality through our deep Christian ethos of respect and understanding of all groups in society, which ensures that everyone at Ivington will be treated fairly despite his or her creed, colour, disability, or gender.

More details are available in our Inclusion, Racial Equality and Equal Opportunities policies.

The health, safety, and welfare of all the people who work or learn at our school are therefore of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The governing body, along with the LA, takes responsibility for protecting the health, safety and welfare of all children and members of staff.

IVINGTON C.E. PRIMARY AND PRE-SCHOOL
PHYSICAL EDUCATION POLICY

Reaching together with the Fruit of the Spirit

INTENT



At Ivington C.E. Primary School we recognise the importance of an inspiring PE curriculum which promotes physical health and fitness, participation and a healthy lifestyle. The intent of our PE curriculum adheres to the aims of the National Curriculum ensuring that we provide opportunities for all pupils to become physically confident and supporting them to succeed in developing their own health, fitness and well-being. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities.

In Physical Education (P.E.), we aim to embed our school values of love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control into lessons to nurture pupils' social, emotional, and spiritual development.

- **Love** is demonstrated by fostering a supportive environment where pupils encourage each other, celebrate successes, and offer help when needed.
- **Joy** is reflected in the enjoyment of physical activity in lessons that are fun, engaging, and accessible.
- **Peace** is cultivated through promoting cooperation, respect for others, and conflict resolution.
- **Patience** is encouraged through encouraging pupils to be patient with their own progress and with others, understanding that improvement takes time, practice, and effort.

- **Kindness** is evident when pupils help one another, share equipment, and show empathy during activities.
- **Goodness** is embedded by promoting fair play, honesty, and integrity.
- **Faithfulness** is shown by pupils' commitment to staying dedicated to improving their skills.
- **Gentleness** is reflected in being careful when handling equipment or how they behave with their teammates and opponents.
- **Self-control** is vital for managing emotions, following instructions and when controlling excitement.

Aims of Physical Education

Through Physical Education and Sport, we aim:

To improve health and wellbeing - One of the primary intents of P.E. is to promote physical health by encouraging regular participation in a variety of physical activities. Through structured lessons, children develop fundamental movement skills such as running, jumping, throwing, catching, and balancing, which form the building blocks for more complex activities and sports. The curriculum is designed to improve strength, endurance, flexibility, and coordination, all of which contribute to a child's overall fitness levels. Regular physical activity from a young age not only enhances a child's physical capabilities but also reduces the risk of health issues such as obesity, diabetes, and heart disease in later life.

To promote positive attitudes towards active participation and lifelong learning - P.E. aims to educate children on the importance of physical activity for maintaining a healthy lifestyle. Pupils learn about the benefits of exercise, including how it helps improve mood, boost energy levels, and support brain function. This knowledge encourages children to become lifelong participants in physical activities, whether through sports, recreational activities, or simply staying active in daily life. Ultimately, the intent of our P.E. is to inspire a lifelong love of physical activity. By offering a diverse range of sports and activities from an early age, children are given the opportunity to discover new interests, talents, and passions. Whether through individual sports like swimming and athletics, or team-based activities like football and netball, P.E. encourages children to explore a wide array of physical activities, many of which they may continue to enjoy throughout their lives. Fostering a positive attitude toward physical exercise in primary school helps lay the foundation for healthy habits that last a lifetime.

For each child to fulfil their potential - The intent of P.E. extends beyond physical health; it also supports cognitive development. Physical activity has been shown to improve concentration, memory, and academic performance. P.E. encourages problem-

solving and strategic thinking, particularly in team sports where children must work together, communicate, and make quick decisions. By engaging in physical challenges and competitions, pupils also build resilience and perseverance, learning how to cope with failure and celebrate success. P.E. fosters creativity, particularly through activities such as dance and gymnastics, where children are encouraged to express themselves through movement. This creative expression contributes to overall cognitive flexibility, which can enhance a child's ability to think critically and approach academic tasks with an open mind. Physical education provides children with opportunities to interact with their peers in a cooperative and competitive setting. Teamwork is a fundamental aspect of many P.E. activities, where children learn to work together, share, and communicate effectively. These social skills are vital for developing positive relationships both in and outside of school. Pupils learn to respect others, understand the value of teamwork, and collaborate to achieve shared goals. P.E. helps children build confidence and self-esteem. As children improve their skills and achieve personal goals, they gain a sense of accomplishment that enhances their overall self-worth. Participation in physical activities also provides a safe space for children to express emotions and manage stress. Engaging in physical activity can be a powerful tool for emotional regulation, allowing children to cope with anxiety or frustration.

The intent of P.E. is to be inclusive, ensuring that every child, regardless of their background, ability, or personal circumstances, has access to physical education. Differentiation is a core principle, meaning that activities and lessons are tailored to meet the needs of all pupils. For example, children with special educational needs and disabilities (SEND) are provided with adapted activities that allow them to participate fully and safely in lessons. By ensuring that P.E. is accessible to all, we foster a sense of belonging and encourage children to take part in physical activities without fear of failure.

Entitlement

Every child is offered a minimum of 2 hours of high-quality PE a week. All children will learn and participate in the areas outlined in the curriculum map for PE.

IMPLEMENTATION

Pupils at Ivington C.E. Primary School participate in weekly high-quality PE and sporting activities. Through the use of PrimaryPEPlanning children are taught through a broad, holistic approach to physical activity where the aim is to develop the 'whole child'. The scheme provides an engaging curriculum which implements a learning journey developing personal, social, emotional, health and fitness, cognitive and creative abilities. Children are encouraged to take leadership of their learning and assess activity levels throughout the lesson. We also provide a range of opportunities for children to engage in extracurricular activities during and after school including football, multi-skills, cricket, and rounders. This is an inclusive approach which endeavours to encourage not only physical development but also well-being.

We recognise the fact that there are children of widely different abilities in all classes, and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting tasks of increasing difficulty, some children not completing all tasks.
- Sometimes grouping children by ability and setting different tasks to each ability group.
- Providing resources of different complexity, according to the ability of the child.
- Using classroom assistants to support the work of individual children or groups of children.

The P.E. curriculum is structured around the National Curriculum for Physical Education, covering the core areas of:

- **Athletics:** Developing skills in running, jumping, and throwing, focusing on technique and performance.
- **Gymnastics:** Building balance, coordination, and flexibility through floor routines.
- **Dance:** Exploring movement, rhythm, and creativity.
- **Games:** Invasion games (e.g., football, hockey), net and wall games (e.g., tennis, badminton), and striking and fielding games (e.g., rounders, cricket).
- **Swimming:** Key stages 1 and 2 focus on water safety and basic swimming skills.
- **Outdoor and Adventurous Activities (OAA):** Engaging pupils in activities that challenge them physically and mentally, often in outdoor environments.

How: PrimaryPEPlanning

Lessons are taught through a combination of direct instruction, skill-building drills, and collaborative activities. We prioritise hands-on learning, encouraging pupils to practice their skills and engage in real-life game situations. Pupils are encouraged to set goals

for themselves and work towards improving their physical fitness and skills in a supportive environment. Teaching is based on a progressive model where skills are taught in manageable steps, allowing children to build on their previous knowledge and ability.

Delivery of a lesson:

In PE, the overall structure of the lesson will generally be the same and consist of:

1. Learning Objective and Success Criteria
2. A warmup and stretch activity
3. A main teaching activity, which would be either an introduction or revision of a skill; (the main teaching focus may be delivered in the classroom if appropriate e.g. using IWB, before the children warm up and stretch). Pupils' capabilities should be developed with increasing demand made on physical and mental processes. Building on previous learning is essential and so too is working to achieve successful outcomes through repetition, application and refinement of skills.
4. Followed by a game or activity where the skill learnt is then applied. High levels of activity, avoiding dead spots (pupils sat down doing nothing) with clear expectations for high work rates to be maintained are important. Pupils extended both physically and intellectually through interesting tasks. In lessons, pupils will be encouraged to make decisions. They will be given responsibility for equipment, group organisation and at times their own learning as they practice and repeat movements to improve efficiency and the quality of their performances.
5. The lesson is then concluded with a cool down exercise with dynamic or static stretching.
6. Plenaries take the form of constant evaluation of performance, consistently throughout the lesson. Children will also learn about and discuss physical activity.

Teaching styles:

Mosston and Ashworth's Spectrum of Teaching Styles offers a comprehensive framework that spans a range of teaching methods. These styles are designed to meet the diverse needs of learners in physical education, allowing teachers to adapt their approach depending on the learning objectives.

Practice Style

- **Description:** In this style, the teacher provides clear instructions and demonstrations, then allows pupils to practice the skill or task independently or

in small groups. The teacher circulates, providing feedback and correction as necessary.

- Example: During a basketball lesson, pupils practice dribbling while the teacher gives individual feedback.

Self-Check Style

- Description: Pupils are encouraged to evaluate their own performance using specific criteria set by the teacher. This style fosters self-reflection and personal responsibility for learning.
- Example: In a gymnastics class, pupils perform a routine and use a checklist to assess their own performance.

Inclusion Style

- Description: This style focuses on creating opportunities for pupils of varying abilities to participate at their own level, ensuring all pupils are engaged and challenged appropriately.
- Example: In a Football game, the teacher provides different tasks for pupils: some focus on basic ball control, while others work on advanced dribbling or shooting techniques.

Guided Discovery Style

- Description: The teacher provides clues, prompts, or questions to guide pupils towards discovering the correct movement or solution on their own. This style encourages critical thinking and problem-solving.
- Example: In a dance class, the teacher asks pupils to experiment with different body movements to express a particular emotion, guiding them to discover the most effective technique.

Differentiation Style

- Description: In this style, the teacher adapts tasks and challenges according to individual needs. Differentiation may involve providing different resources, levels of support, or varying the complexity of the tasks to cater to pupils' different abilities and learning styles.
- Example: In a P.E. class focused on throwing, some pupils may work on short-distance throws with a lightweight ball, while others work on long-distance throws with a heavier ball.

Mission Style

- Description: The teacher sets a task or challenge for the pupils to complete, and they must solve the problem or task independently or in teams. Pupils are encouraged to plan, strategies, and execute the solution.
- Example: A relay race where teams must plan how they will best utilise each member's strengths to complete the course.

Collaborative Style

- Description: This style promotes group work and peer collaboration, with pupils working together to solve problems or achieve a common goal. The teacher may facilitate by encouraging cooperation, discussion, and shared responsibility.
- Example: During a team sport activity, pupils work together to strategise and communicate effectively to win the game.

Learner-Initiated Style

- Description: Pupils take complete responsibility for their own learning, choosing the tasks they wish to pursue and directing their learning process. The teacher's role is to support and facilitate, not to direct.
- Example: In a fitness class, pupils set their own goals for the session, choosing exercises that align with their personal fitness targets.

Differentiation

Differentiation is embedded in our P.E. lessons to accommodate different learning styles and abilities. For example:

Task differentiation: Activities are tailored to challenge pupils according to their skill level, offering easier or more complex tasks as needed.

Group differentiation: Pupils are sometimes grouped according to ability to ensure they can work with peers at a similar skill level, or mixed abilities to foster peer learning.

Personal support: Additional support is provided for pupils with special educational needs and disabilities (SEND), ensuring they can access the curriculum and participate in all activities.

We also embrace the principles of inclusion, ensuring that all children, regardless of background, ability, or gender, are encouraged to participate in P.E. lessons and extracurricular activities.

Resources and Facilities

Our school is equipped with a range of facilities and resources to support the P.E. curriculum:

- A hall suitable for indoor games, gymnastics, and dance.
- Outdoor playing fields for team sports, athletics, and outdoor adventurous activities.
- Access to a swimming pool for teaching water safety and swimming at Leominster Leisure Centre.
- A large variety of sports equipment including balls, rackets, bats, cones, and sports-specific equipment such as tennis nets.

These resources ensure that we can offer a wide range of activities to suit all interests and abilities.