



PE Policy

‘Growing in Faith and Learning’.

Our vision

Our vision is to be an Outstanding church school, guided by God, where learning is irresistible, achievement for all is high and pupils leave us successful learners, happy confident individuals and caring responsible citizens excited by challenge change and possibility.

Intent Statement

At St. Leonard’s, children experience a high-quality and engaging curriculum that hopes to support their physical development, personal, social and emotional development and contribute to complete 60 active minutes a day. We offer a broad curriculum as well as providing children with opportunities to compete in sports within our own school as well as with other schools through the School Games and local fixtures. This enables us to teach and promote good sportsmanship, follow the Olympic Values and help children to understand healthy competition. We aim to provide our children with a positive experience of physical education that will lead to a healthy lifestyle and life-long participation.

A Introduction

This policy outlines the learning and teaching, organisation and management of PE at St. Leonard’s C of E (A) Primary School.

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all the teaching staff.

Our creative curriculum offers an inclusive cross-curricular curriculum which promotes and develops pupil’s English and Mathematics skills across the curriculum to support their acquisition of knowledge and enables pupils to apply their skills in a range of purposeful and relevant ways. Fluency in the English language and effective communication is an essential foundation for success in all subjects. Our teaching is grouped by themes which all focus around high quality texts. Our curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils for the opportunities, responsibilities and experiences of later life. Our curriculum drivers: Hope, Wisdom, Dignity and Community underpin our curriculum to make it relevant, purposeful and engaging for our pupils as well as promoting the Church of England’s vision for Education.

B Purpose

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness, respect, perseverance, resilience and community.

C Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

D Characteristics of effective learning

- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in Physical Education.
- A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

E Progression of skills and Assessment

At the end of every term, teachers will give an overall judgement on the children's ability in PE. Teachers will refer to the PE progression grids for their particular year group to support their judgements. The outcomes will then be recorded on the school's online tracking system, which is called Sonar. The codes that will be used are below:

Standard	Code	Description
Greater Depth	GD	Children working at the highest level within their age group.
Above	A	Children who have met all of the criteria for expected standard and have also achieved some of the outcomes for the greater depth criteria.
Securely at Expected	AT	Children who have met the criteria to be judged as achieving the age- related expectations.
Just At	JA	Children who are just within the age-related expectations.
Below	B	Children who haven't met the standard for age-related expectations.
Significantly Below	SB	Children who are significantly below the standard for age-related expectations.
If a child is working below the standard for their year group, they will be recorded using the codes above preceded by a number which represents the age-related curriculum that they are currently working at. For example, 3JA		

Progress in the subject is tracked and monitored by the subject leader and fed back to staff during staff meeting time.

Support and challenge

For pupils who are struggling to meet the age related expectations, teachers will plan activities to enable pupils to achieve the earlier milestone or in the case of pupils in Key stage 1 key preceding targets which are recorded as P4-P8. For pupils who are exceeding Milestone 3, activities will be planned for pupils to work at a greater depth within the subject through extension and challenge activities.

F Role of the Coordinator

- Write, implement and review subject leader maintenance plans.
- Ensure teachers are familiar with the National Curriculum and help them to plan lessons and keep an overview of the Long Term Curriculum Map and progression of skills for their subject.
- Lead by example in the way they teach in their own classroom and teach demonstration lesson.
- Keep up to date with the National Agenda and prepare, organise and lead training, with the support of the Headteacher (when required)
- Monitor standards of learning and teaching (through lesson observation, work trawls, pupil interviews) with a view to identifying the support they need.
- Monitor and Moderate Assessments and keep an overview of standards and identifying target areas for improvement.
- Identify opportunities for pupils with a gift or a talent.
- Audit and order resources.

Signed

Coordinator:

G. Batchelor Robbins

Dated: 22.01.2026