



# Griffin Primary School

## PE Policy



1	Summary	PE Policy			
2	Responsible person	Danny Cothay and Alex Knaggs			
3	Accountable SLT member	Louise Pitts			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Louise Pitts			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	LGB 14.11.25			
8	Version number	3.0			
9	Available on	Every	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	Autumn Term 2025			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			

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## 1. Aims and Objectives

The National Curriculum for physical education states that 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 and respect.

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.

## 2. Whole School Curriculum Ambition

At Griffin Primary School, our ambition is to provide a curriculum for all of our students designed in response to what we already know about our children. Our over-arching goal is routed in promoting a positive attitude towards learning so that children enjoy coming to school, developing our children into life-long learners. Our curriculum is designed to provide all of our children with the core knowledge that helps them to make links between their prior and new knowledge, allowing them to develop a deeper understanding and be inspired to continue their learning outside of the classroom.

We aim to provide our children with stability through a consistent curriculum provision, allowing staff to become experts and build in assessment tools. The curriculum is sequenced effectively to enable prior knowledge to be built upon both throughout and across year groups. At the heart of our curriculum there lies a respect for all of the subjects we teach and how this provides our children with an insight into the world around us.

At Griffin we teach children how to develop their behaviours and habits to become effective learners through asking questions in order to develop their curiosity. Griffin's curriculum has been developed so that our children are not afraid to make mistakes and accept ways forward as support rather than criticism.

By the time the children leave Griffin, our ambition is to ensure that they have the necessary skills in Mathematics, English and communication so that they will become positive citizens in their community and the wider world.

## 3. Physical Education Curriculum Ambition

Our ambition is to create healthy pupils who lead active lives.

- Pupils will know how to participate in a range of different sports.



- Pupils will develop a love of sport and fitness which encourages continued participation in sport beyond primary school.
- Pupils develop competence in team and individual sports.
- Pupils demonstrate effective teamwork.
- Pupils are confident in swimming at least 25 metres and can use a range of strokes.

#### **4. PE Curriculum Implementation**

The implementation of the Physical Education curriculum is through a number of elements, outlined below:

- LTP
- Subject schemes of work
- Year group schemes of work
- Subject specific skills
- Subject specific vocabulary
- Recap of prior learning – Remember when
- Sticky Knowledge
- CPD

Griffin Primary School employs a Sports Coach who leads all PE lessons in collaboration with staff, and runs a wide range of after-school clubs. We are a member of Hull Active Schools which allows the children to have access to extra-curricular competitions across a wide range of events.

All pupils are taught Physical Education for one hour per week; in addition to this they take part in a Daily Mile every day and participate in a 30-minute weekly scooter session.

All pupils in Year 5, take part in a two-week block of swimming lessons each year, led by Hull City Council's Culture and Leisure department.

#### **5. Physical Education Curriculum Impact**

- The outcomes of pupils in each year group.
- All pupils become confident with the skills they are taught in each year group, building upon previous learning
- Pupils know how to lead an active and healthy lifestyle.
- Pupils access a wide range of sports through PE lessons and after-school clubs.
- Pupils have the opportunity to take part in competitions.

#### **6. Curriculum Planning**

Physical Education is a foundation subject in the National Curriculum. Our school uses the National Curriculum Physical Education Programmes of Study as the basis for its curriculum planning in Physical Education. This enables all pupils to develop knowledge and skills sequentially.



The long-term plan maps out the units covered in each term during the key stage. This is used to inform the schemes of work for each Physical Education unit. These are written by the subject leader and the Sports Coach in consultation with SLT and other members of teaching staff to ensure the progression of skills and subject knowledge is sequential and accessible for all.

Activities are planned in Physical Education so that the children are continuously building on previously learnt skills as they journey through the school. They are also planned to ensure that children receive a balance of games, dance, gymnastics, outdoor and adventurous and swimming.

## **7. Physical Education Provision across the school**

A Sports Coach leads all PE lessons in collaboration with staff, and runs a wide range of after-school clubs. We are a member of Hull Active Schools which allows the children to have access to extra-curricular competitions across a wide range of events.

All pupils are taught Physical Education for one hour per week; in addition to this they take part in a Daily Mile every day.

### EYFS

- Multi-skills (throwing and catching)
- Dance
- Gymnastics
- Multi-skills (kicking)
- Multi-skills (games)
- Athletics

### Year 1 and 2

- Invasion games
- Dance
- Gymnastics
- Outdoor and adventurous orienteering
- Net and wall games - Tennis
- Athletics

### Year 3 and 4

- Invasion games - Football
- Dance
- Badminton
- Gymnastics
- Striking and fielding - Cricket
- Athletics

### Year 5 and 6

- Invasion games - Football
- Badminton
- Gymnastics
- Netball



- Athletics
- Striking and fielding - Cricket

## 8. PE Protocol for coaching

LESSON	ROLE OF COACH	ROLE OF TEACHER
1	Teach full lesson.  Model to class warm up activity and discuss with teacher during teaching any skills or points to remember/note.	Observe full lesson.  Discuss skills and teaching points of warm-up with coach.
2	Observe warm-up taught by teacher and provide feedback.  Teach rest of lesson.  Model main skill of lesson and discuss with teacher any skills or points to remember/note.	Teach warm-up.  Discuss main teaching skill and any teaching points to note.
3	Observe warm-up and main skill of lesson taught by teacher and provide feedback.  Teach rest of lesson.  Model teaching for rest of lesson for pupils to apply skills and discuss with teacher any points to remember/note.	Teach warm-up.  Teach main teaching skill for lesson.  Discuss rest of lesson and any teaching points to note.
4	Observe warm-up and main skill, and rest of lesson taught by teacher and provide feedback.  Work with a small group of pupils who need intervention in skills.	Teach warm-up.  Teach main teaching skill for lesson.  Teach rest of lesson.
5	Observe warm-up and main skill, and rest of lesson taught by teacher and provide feedback.  Work with a small group of pupils who need intervention in skills.  Record evidence. Record examples of WAGOLL.	Teach warm-up.  Teach main teaching skill for lesson.  Teach rest of lesson.
6	Observe warm-up and main skill, and rest of lesson taught by teacher and provide feedback.  Work with a small group of pupils who need intervention in skills.	Teach warm-up.  Teach main teaching skill for lesson.  Teach rest of lesson.



	Discuss assessment of unit with teacher.	Discuss assessment of unit with teacher.
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## 9. Clothing, Footwear and Personal Effects

### Clothing for pupils

- Appropriate length shorts or tracksuit bottoms in black, grey or navy blue
- Full-length (not cropped) t-shirts with sleeves in white, black or navy
- Griffin hoody or a black, grey or navy hoody
- Trainers

### Personal effects, including jewellery and cultural or religious adornments

Personal effects, such as jewellery, (including body piercings), religious artefacts, watches, hair slides and sensory aids should ideally always be removed to establish a safe working environment. If earrings cannot be removed, they must be taped over prior to the start of the lesson. Pupils with long hair should ensure it is tied back.

Glasses should be removed only if this still enables the pupil to take part fully in the lesson.

## 10. Equipment and Safe Practices

### Managing equipment

Pupils are taught to lift and carry equipment safely from an early age. They know how many people are needed to carry and place specific items of equipment and how to carry correctly.

All equipment should be visually checked prior to using it to ensure it is safe to use, assembled correctly and not damaged or faulty. Where equipment is deemed unsafe, but repairable, it is moved well away from the working area and clearly labelled as unsafe until made good. Equipment condemned following an inspection is completely removed and disposed of.

### Mats/gymnastics equipment

Mats are designed to absorb impact when landing on the feet so need to be placed as suitable landing areas for pupils when working on large apparatus. They also provide a suitable cushioned area for aspects of floor work (e.g. developing rolling). Mats should never be used to protect against foreseeable outcomes of poorly developed skill such as anticipating that pupils will fall while suspended from a horizontal ladder or similar apparatus.



## **11. Assessment of Physical Education**

Teachers will assess the attainment of the pupils based on observations made during lessons of the skills that pupils have used. This will be linked to the sticky knowledge end of unit assessment statement for each unit and each year group.

## **12. Role of the Subject Co-ordinator**

It is the responsibility of the subject co-ordinator to write the LTP and schemes of work for each Physical Education unit. The subject co-ordinator will also monitor the standards of children's work and the quality of teaching and learning in Physical Education. Monitoring may involve looking at planning, scrutinising work, lesson observations and pupil voice. Pupil voice is valued and helps to inform the vision and aims of Physical Education across the school, pupils are interviewed to gain an insight into the subject.

The subject co-ordinator produces an annual action plan for the development of Physical Education and also reviews impact termly; identifies next steps and any CPD needs. This working document is shared with Governors annually. The subject co-ordinator will also produce and narrate a presentation about their subject for the Governors bi-annually.

This policy will be reviewed every two years.