BADSWORTH
CofE School

CARE – Prepare – Believe
'I can do all things through Him who strengthens me'
Philippians 4:13

Policy for Physical Education and Physical Activity
October 2026

All stakeholders work towards our school vision:

Here at Badsworth C of E Junior and Infant School, we ensure everyone flourishes through the way we:

CARE – Prepare – Believe

- **C**onsider **A**nd **R**espect **E**veryone as Jesus taught
- **Prepare** for a bright future
- **Believe** we can make a difference

'I can do all things through Him who strengthens me.'

All actions, which are taken within school, focus on this vision and it is referred to throughout their time at Badsworth School.

PE Vision (Intent)

At Badsworth C of E Junior and Infant School, Physical Education, Physical Activity and School Sport continually builds on prior learning and knowledge and aims to develop confidence in physical abilities, skill acquisition and sporting knowledge to allow all our children to establish strong mental, emotional, social and physical wellbeing. As a result of this, children are inspired to succeed in physical education. Our PE curriculum underpins all of the ABC's – agility, balance and coordination – which are taught and instilled within the foundation stages of learning. By teaching physical literacy, (move, think, feel, connect), children develop their skills and knowledge but also their motivation and confidence. As children move through school, they will be challenged in various ways in order to develop their cognitive functioning, resilience and ability to overcome. They learn that mistakes and setbacks are a valuable part of the learning process and that perseverance, determination and a positive mindset can help them to achieve their goals. These qualities can be applied throughout their education and later in life. Children learn the importance of a healthy lifestyle, transforming their attitudes towards sport and exercise and ultimately impacting positively on their future. In addition, Physical Education, Physical Activity and School Sport underpin our Christian values and our school's vision to CARE, Prepare, Believe. Children demonstrate CARE through their sportsmanship, teamwork and attitudes towards one another. They Prepare both physically and mentally for a healthy life moving forward. They Believe in their abilities, developing the confidence and resilience to face challenges, learn from difficulties and recognise that effort and perseverance can lead to great things.

Teaching and Learning (Implementation)

The national curriculum for Physical Education aims to ensure that all pupils:

- Acquire a broad range of integrated knowledge, and enhance understanding and skills for further education and a future career.
- Apply skills appropriately to a range of contexts.

- Apply knowledge and skills to make informed decisions and judgments, and to initiate, plan, perform and evaluate PE, sports and recreation, and health activities.
- Improve observation skills and the ability to describe and make simple judgements on their own, and to use their observations and judgements to improve performance.
- Enhance generic capacity, in particular, collaboration skills, communication skills, critical thinking, creativity and aesthetic appreciation, as a basis for further studies and career development.
- Recognise and describe how their bodies feel during exercise.
- Develop commitment towards the improvement of individual well-being and the further development of an active and healthy society.
- Develop the enjoyment of physical activity through creativity and imagination.
- Become responsible citizens who can demonstrate desirable behaviours and a sense of commitment towards the betterment of their life.

Teaching and Learning (Implementation)

Pupils at Badsworth C of E Junior and Infant School participate in weekly, high quality PE sessions and sporting activities. The PE programme incorporates a variety of sports and exercise activities to ensure all children develop the confidence, tolerance and appreciation of their own and other's strengths and areas for development. Through a range of teaching styles, children have the opportunity to lead their own learning and explore their own ideas. We provide opportunities for all children to engage in extra-curricular activities during and after school, in addition to competitive sporting events, both intra and inter-school competitions. This is an inclusive approach which endeavours to encourage not only physical development but also social and emotional wellbeing.
Physical activity is not limited to PE sessions across school and is a presence in wider curriculum areas encouraging a physical approach to learning. This is promoted through active classroom learning, OPAL and Outdoor Learning.
During the learning journey of each child, they will be given the opportunity to represent themselves and their school in a sporting event.

Assessment and Reporting (Impact)

Teachers are continually assessing children's Physical Education knowledge, understanding and skills against the school's progression grids based on the National Curriculum. Assessment opportunities are identified within the *GetSet4PE Scheme of Work* and teacher's Medium Term Plans. Staff use these to complete the Physical Education Assessment Grids which are updated and maintained through the school year.

On-going, short-term assessments are made against the lesson objectives drawn from medium term plans. Pictures and videos are used as evidence by teachers to assess accurately and these are shared on the system with the PE Leader.

Parents' Evenings are held twice a year and parents/carers are given the opportunity to discuss their child's progress with the teachers. In addition to this, all children receive an annual written report in which progress in foundation subjects, such as Physical Education, is formally reported to parents/carers.

The impact this will have is that children understand the impact of physical activity on their own body both physically, mentally, spiritually and the overall affect it has on wellbeing. Children will have the ability to demonstrate fundamental movement, control and skills across all year groups. Not only will children be able to demonstrate skills but they will also have the capability of talking confidently, and with subject specific vocabulary, about which skills have been developed during lessons or units and the knowledge they have gained. Through varying teaching styles, which allow them to lead their own learning and development, children are given opportunities to explore their own skill set and abilities as well as becoming stewards of their own learning by developing an understanding of their own strengths and areas of development and the skills required in order to make progress. In addition to evaluating and developing their own learning, the children will learn how to respectfully make observations and provide feedback to others. This sportsmanship and peer-encouragement will also be evident when participating in games, matches and competitions. We will have well-rounded learners who can apply their resilience, perseverance and determination

to succeed across all areas of the curriculum. Further to this, children become proud of sporting achievements and have a desire and belief to strive for higher successes to better themselves – it is a life long journey they must prepare for.

Inclusion

Physical Education forms part of our school curriculum policy to provide a broad and balanced education for all children. At Badsworth, we teach Physical Education to all children, whatever their ability, age, gender, race, religion or belief. We believe all children should have the opportunity to develop their physical ability. We provide learning opportunities that are matched to the specific needs of the child.

When planning work in Physical Education, we consider any targets on SEND children's SMTLP, MSP or EHCP to facilitate learning at all levels. Resources and materials are adapted to meet the needs of the child/children as appropriate. Modifications can also be made to resources and equipment following consultation with outside agencies.

We aim to respond to the children's needs and overcome potential barriers to learning for individuals and groups by:

- Ensuring that all children follow the scheme of learning
- Providing curriculum materials and programmes, which are in no way class, gender or racially prejudice or biased
- Providing opportunities for our children who cannot access these sports and resources outside of school
- Providing suitable challenges for more able children, as well as support for those who have emerging needs
- Responding to the diversity of children's social, cultural and ethnic backgrounds
- Overcoming barriers to learning through the use of assessment and additional support
- Supporting behavioural or emotional difficulties (including stress and trauma) by developing their understanding of the positive impact Physical Education has on the body and mind.

Safe Practice

Medical
Parents are asked to inform school of any medical reasons as to why their child might not take part in any P.E. activity. Pupils who suffer from asthma or any other conditions which require an inhaler or other instantly administrated medication must have them ready at the side during the P.E. lesson.

Exception from P.E. lessons will only be made when a parent or doctor provides a note regarding an injury. Where this is the case children should be as involved in the lesson as reasonably as possible, this could be in the role of the observer, recorder or critic.

Hall/Gym Floor
The hall floor should be swept prior to the P.E. lesson and it is the teacher's responsibility to ensure that this happens. The large floor brush is kept in the cupboard or behind the curtain at all times.

Kit

Pupils are expected to be prepared for their P.E. lessons and should bring with them the following:

Indoor Kit: White polo top
Blue or black shorts/gym skirt
Gymnastic and dance activities to be done in bare feet.

Outdoor Kit: White polo top/sweater
Shorts/tracksuit bottoms
Trainers and outdoor socks

Swimming Kit: Trunks/bathing costume (no bikinis)
Large towel

N.B. On swimming days, the children are allowed to bring a biscuit or fruit with them which they can eat after swimming sessions. This helps to keep their blood sugar levels up following this period of physical activity.

Jewellery
Any jewellery must be removed before any physical activity. If earrings cannot be removed then they must be covered by plasters which are to be provided by home. With young children, this must be done prior to the start of the day as adults in school cannot touch pupils' earrings. For these reasons, we advise that children do not wear earrings for PE and games lessons.

Hair
All pupils, whose hair is considered long enough to tie back, must tie it back before the beginning of the lesson.

Equipment

Teachers should spot check equipment each time it is used in order to identify any obvious dangers. If any damaged equipment is found, it should be reported to the PE Leader. Pupils should be aware of how to handle small and large apparatus and equipment safely when using and transporting apparatus.

Mats should be used where it is expected that pupils will make deliberate landings.

For further guidance on any health and safety issues, please refer to the BAALPE handbook - SAFE PRACTICE IN PHYSICAL EDUCATION.

Planning

The National Curriculum document sets out the legal requirements for the teaching of Physical Education at Key Stage 1 and Key Stage 2. The requirements for children in Foundation Stage are detailed in the Curriculum guidance for the EYFS Early Learning Goals which outlines the requirements that the children are expected to have, know or be able to do by the end of Foundation Stage.

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. The curriculum planning in PE is carried out in three phases (long-term progression grid and medium-term). The long-term plan maps out the PE activities covered in each term during the key stage and the substantive and disciplinary knowledge they will gain in that unit. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. It is also mapped out in a way that lends itself to intra-school competitions. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. PE is timetabled for two hours a week per class and children experience both indoor and outdoor PE throughout the year. We are in partnership with Ackworth Howard School for fixtures throughout the year. Children both in Key Stage 1 and Key Stage 2 have the opportunity to compete in a sporting event during their time at school. Children in Year 5 are also taught swimming and water safety. Each year, children take part in a Key Stage Sports Day as well as a whole school Mini Olympics. After School Clubs are also provided each term which is a further opportunity for the children to be active as well as children having the chance to try new sports or showcase their Gifted and Talented abilities.

We encourage the physical development of our children as an integral part of their learning. 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 challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Since September 2022, our playtimes have become an integral part of encouraging active play for children and we are now, at Badsworth School, recognised as an OPAL School having achieved the Silver Award in June 2026. This nationally recognised programme encourages all types of play for children. They now have access to a much broader range of resources (dressing up clothes/small world play/bikes/scooters/bats and balls/willow tunnel/sand pits/water play etc) at breaks and lunch times which encourages choice, independence, physical activity and social-skills along with many others attributes. The playground also has traversing wall grips, an activity trail, spinning bars, monkey bars, Daily Mile and a target wall. Since starting OPAL, the children have encountered fewer arguments and have been much more engaged in active play as there has been more choice for all types of play. The children are also encouraged to resolve any issues they encounter themselves before seeking adult support. This is so children learn more about dealing with conflict and problem-solving. Not only that, children, through OPAL, have the opportunity to develop their spirituality linking to themselves, others, the world and beyond.

Games, Gymnastic and Dance Activities
Teacher's planning for gymnastics, games, athletics and dance activities make use of the schemes of work produced by GetSet4PE. These comprehensive schemes are used to form the overall structure of the school's physical education teaching. While teachers will follow the objectives and structure of the lessons, some teaching strategies and activities may be adapted to cater for all children's needs. Where possible, some dance units will relate to topic work.

Swimming activities and water safety
In year 5, pupils attended swimming lessons at Minsthorpe pool. The curriculum that is followed is, to some extent, determined by the pupils' individual ability. Pupils aim to swim competently, confidently and proficiently over a distance of at least 25 metres and well as using a range of strokes effectively and some children, depending on ability perform safe self-rescue in different water-based situations.

Athletic activities
Athletic activities are taught in each year group. These activities are always carried out in the summer term as children are then able to apply the skills they have developed on our school sports day at the end of the academic year.

The school has two competitive sports days, one for infants and one for juniors, both events are annual events and take place at the end of the summer term. As well as competing, pupils from Year 5 and 6 assist in the organisation of the infant and junior events. Both events are always well attended and greatly enjoyed by pupils, staff and family members.

In addition to this, the Year 5 children organise a friendly "Mini Olympics" where whole school mixed teams rotate around a set of activities that enable them to gain points for their team.

Bike-ability training
Each year, our Year 6 pupils will complete a cycle-safety program promoting safe cycling skills and an awareness of road safety.

Outdoor Learning and Adventurous Activity
Children in Year 6 are given the added opportunity to experience OAA through a week-long residential at Marrick Priory in North Yorkshire. Throughout the week the children participate in a number of events such as orienteering, problem solving, leap of faith, caving and canoeing. Outdoor Learning also takes place throughout the year to which includes crafting, building fires and building shelters.

Role of the Physical Education Subject Leader

- To establish schemes of work and to monitor their use by staff.

- To create a curriculum map which is progressive, meets the demographic of the children and is in keeping with the National Curriculum.
- To develop a progressive vocabulary list linking to the units being taught.
- To create an Intent, Implantation and Impact document to show the school's vision for PE.
- To ensure data is recorded termly and to examine differences in results between terms or year groups and to look for explanations for this.
- To use pictures and videos to evidence progress and assessments.
- To arrange for the observation of teaching as a matter of good practice, and to provide constructive feedback to staff concerned.
- To use professional development meetings to feedback from courses and to develop the CPD of staff.
- To ensure that all members of the school are teaching appropriate subject skills and that the learners are expected to produce work with high standards of accuracy and presentation.
- To ensure that learners are taught in appropriate groups, wherever possible.
- To ensure parental engagement occurs throughout the year.
- To delegate tasks to other class teachers to create a sense of teamwork within the school.
- To ensure resources and equipment are readily available and of a good quality to support the new curriculum map.
- To carry out 'Talking to Children' sessions which allow the Subject Leader to monitor planning, the teaching of PE and how this subject area is managing areas of the School Improvement Plan.
- To engage all pupils in regular physical activity daily.
- To raise the profile of PESSPA across school.
- To ensure children are accessing a broader range of sport and activities.
- To increase the number of children participating in competitive sports.

Role of Governors

All governors are interested in the development of Physical Education to promote high quality teaching and learning in the school. One governor is nominated to be responsible for monitoring and evaluating the impact and value of this subject on children's learning. They liaise with the subject leader and report back to the governing body as necessary. At the beginning of the year, the subject leader is invited to a Governor meeting to share the predicted spending of the Sport Premium Grant. The PE and sport premium is Government funding designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. Schools must spend the funding to improve the quality of the PE and sport activities. Reviews of each year's spending is shared on the website at the end of the year.

Review Date: October 2027