

GLEBE PRIMARY SCHOOL
UNITED LEARNING ACADEMY

Physical Education [PE] Policy
2024-2025

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Signed by: Mr. James Dempster
Position: Chair of the Local Governing Body

Physical Education (PE) Policy

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PE at Glebe: Intent Statement

At Glebe Primary School, Physical Education is underpinned by our ambitious **core values** led curriculum and is supported by the Jasmine Real PE approach. Children in all year groups will experience **research led** lessons organised and sequenced around 6 key learning cogs (Cognitive, Personal, Creative, Social, Health and Fitness and Physical). One cog forms the focus of each half term's learning which are **organised** to be revisited and built upon as the children move through the school. These cogs also promote valuable transferrable skills into other subjects and wider life to **nurture and inspire** themselves and others. Each cog is also linked to a **big question** which is referred to throughout the unit to allow the children to reflect upon their performance. Over the course of a year, lessons also equip children with 12 fundamental physical movement skills that can be applied across the sporting spectrum – these skills are **reviewed and progressed** upon (RAP) each year and **challenge** the children to achieve their personal best.

How we teach PE at Glebe

The content of our PE curriculum builds on 12 fundamental skills which are:

Balance	Seated Balance	Floorwork	Stance
Dynamic Balance on a Line	Jumping and Landing	Counter Balance	Sending and Receiving
Ball Skills	Footwork	Ball Chasing/ Retrieving	Reaction/ Response

These are taught in every year group – 2 per half term - with clear progression in difficulty from Reception to Year 6. The skills are taught in isolation and then applied into game situations in all lessons. We believe that upon leaving Glebe, children have a wide set of fundamental skills to apply into specific sports and activities when at Secondary School.

PE in the Early Years

PE at Glebe starts in the Foundation Stage, taught in a thematic way and through stories, to begin the teaching of the skills outlined above. For example, one leg balances skills are taught through the context of pirates on a ship while jumping and landing skills are taught through a story set in space. Within EYFS, positive learning behaviours such as turn taking and following rules and simple instructions in games are at the heart of our approach with children in our PE teaching which can be applied into wider school life.

PE within KS1 and KS2

The progression of fundamental skills outlined continues through colour coded challenges which enable the children to work at a level which suits them, allowing for teachers to modify learning to support and challenge all within the class. As the children move into Years 5 and 6, children are ready to play more competitive games which teach allow the application of fundamental skills. Such games the children play include dodgeball, kabaddi, endball and seated volleyball – all games that include elements of more popular, mainstream sports that they may play outside of school.

As well as these core fundamental skills, the children are also taught dance and gymnastics and follow a clear progression in the teaching of balance, flight, rotation and shape throughout their time at Glebe. These lessons incorporate the use of small and large apparatus as well as the use of hand apparatus in dance lessons such as ribbons and hoops.

Children also are taught to swim at Glebe with a total of 32 weeks' worth of swimming tuition spread from Years 2-5 with additional top-up sessions offered to children in Year 6 who are not yet meeting the National Curriculum standard. Further details of this are in our separate swimming policy.

PE modifications

The Real PE platform provides teachers with a wealth of knowledge, ideas and modifications for children in PE lessons with SEND, including those with additional physical support needs. Our approach also encourages teachers to modify and encourage the children to do their own personal best through the teaching of its fundamental skills in the variation and levels of challenge.

Assessment and Monitoring within PE

The PE subject leader carries out routine pupil interviews and observations of PE teaching to ensure consistency of teaching. Teachers are offered PE specific training and the subject leader can be released to work with teachers to enhance their subject knowledge and pedagogy of the subject.

Teachers assess the children against the progression of the fundamental movement skills with children assessed to be working below, at or exceeding year group expectations over the course of a half term in those specific skills.

Extra opportunities within PE

Through the employment of a PE and Sport specialist, we are able to offer a wide range of additional sporting opportunities to children through clubs as well as competitive opportunities against other local schools in the Shoreham Academy cluster. Such opportunities have included regular mixed and girls' football leagues and tournaments, regular netball leagues and tournaments as well as gymnastics, cross country and many more. In the Summer Term, all children in Key Stage 2 take part in the Shoreham Academy Community Games events where they compete in a variety of sports and activities against other schools which gives all of Glebe's children the opportunity to participate in competitive sport.