

FAIR OAK JUNIOR SCHOOL

Physical Education, School Sport and Physical Activity Policy



Name of School	Fair Oak Junior School
Date of Policy Issue/Review	January 2026
Name of Headteacher	Jim Hartley (interim head teacher)
Signature of Headteacher	
Signature of Chair of Governors	

PE Coordinator – Mr Stredwick

What we believe for our curriculum

Within our broad and balanced curriculum, Fair Oak Junior School strive to ensure that every pupil develops a passion for being active through varying and plentiful opportunities for Physical Activity, Physical Education and School Sport (PESSPA). We provide the environment for children to flourish in PESSPA, and build their confidence and enjoyment of being active. Fair Oak Junior School wish for every pupil to become proficient in their physical literacy, wholeheartedly driven in both competitive and non-competitive situations to lead a healthy, active lifestyle.

Through fostering the enjoyment that taking part in PESSPA can bring, we focus on building children's confidence to explore, both independently and with others, in a social context. This enjoyment and passion will enable our children to develop and explore physical skills with increasing control, and through practice, understand how to improve the quality and control of their performances.

Fair Oak's PE curriculum encompasses both teaching and applying 'fundamental' skills in PESSPA activities, and providing the opportunities to use these skills in competitive and non-competitive sporting events. These events also provide great opportunities for pupils to deal with competitive successes and losses, and allow time for them to evaluate their own performances and reflect on their practice. Reflection and resilience are interwoven throughout our PE curriculum.

At Fair Oak, we highly value our integrated curriculum, particularly in PESSPA. This provides endless opportunities to develop the children's enjoyment of physical activity through creativity and imagination, role-play and communication. Our curriculum also ensures that children's learning is well sequenced to enable revisiting of core knowledge, skills and understanding, to deepen conceptual awareness before demanding application across the whole curriculum.

How we put our aims into daily practice

In all classes, children will participate in a minimum of 2 hours of Physical Education per week. They also have additional opportunities afforded through break and lunch time play equipment/ Play Leader activities, residential/non-residential educational visits, master classes, and extracurricular opportunities being used to supplement these active opportunities further.

As required in the National Curriculum in Key Stage 2 we teach compulsory dance, games and gymnastics, plus 3 other activities: swimming and water safety, athletics and outdoor and adventurous activities (OAA). Residential weeks in Year 5/6 aid to support the use of OAA further. Swimming and water safety lessons are delivered in year 4.

PE sessions develop the children's knowledge, skills and understanding and encourage them to perform with increasing competence and confidence in a range of physical activities. PE promotes an important understanding of children's own bodies in action. It involves carefully selecting and applying the skills needed to complete a task, and promotes an awareness and positive attitude towards a healthy lifestyle. With this in mind, we encourage children to make independent and informed choices about their levels of physical activity and lifestyle within their school and personal lives.

Within PE sessions at Fair Oak Junior School, we as teachers aim to develop the children's knowledge, skills and understanding through a mixture of whole class teaching and individual, pair or group activities. Teachers draw attention to good examples of individual performance as models, and encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to

compete, and they can use a wide range of resources. In all year groups children have a wide range of physical ability, which is challenged individually within curriculum sessions. We work hard to ensure all our children have access to suitable learning opportunities, by personalising our curriculum intentions to meet the needs of each child.

This is often done by (but not limited to):

- Setting common tasks that are open-ended and can have a variety of results (e.g. timed events or small competitions).
- Setting tasks of increasing levels of challenge, where not all children complete all tasks as they are tailored to each child's ability and progress (e.g. building up their skills towards the triple jump).
- Grouping children by ability where necessary to develop their specific challenge needs and skills (e.g. individual challenges within an activity for specific children).
- Providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).

Curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term).

The long-term plan maps out the PE activities covered in each term during the key stage. This is planned by the subject leader to ensure that PE sessions are progressive and linked to the integrated curriculum (where possible). The PE subject leader adds to this plan when necessary following analysis of the 'competition calendar' for the following year.

We use an adapted PE planning scheme, tailored to our curriculum, along with core task assessment opportunities, as the basis for our medium-term plans (ensuring statutory National Curriculum coverage). This gives details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

Teachers complete a short-term plan for each PE unit of work. This lists the specific curriculum intentions and expected outcomes and gives details of how the lesson is to be taught. We plan all PE activities so that they build upon the prior learning of the children.

We provide a range of experiences, both indoors and outdoors, which encourage exploration, observation, problem solving, critical thinking and discussion. These activities attract the children's interests and curiosities and the opportunity for shared learning with others.

Curriculum Links

PE and being active is at the centre of our school's ethos, and therefore runs through many other curriculum areas.

- Speaking and Listening - PE contributes to the development of Speaking and Listening by encouraging children to communicate with each other during games and activities, following instructions, exchanging tactics and ideas, describe what they have done, and to discuss how they might improve their performance and the performances of others. Within our integrated curriculum, children are encouraged to learn and apply subject-specific words linked to their topic. The aim being to store this challenging vocabulary, that can be transferred to many subject areas, in the children's long-term memories.
- Personal, Social and Health Education (PSHE) - PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about

these things. PE also requires pupils to communicate with each other in a different situation, using appropriate language and working together as a team. PE also promotes knowledge of 'healthy competition'.

- Spiritual, Moral, Social and Cultural Development (SMSC) - PE offers opportunities to support the social development of our children through team work, constructive feedback and response, respect and co-operation. Sport and games supports children's understanding of following rules, keeping score and understanding fair play, and importantly dealing with success and loss (both individual and team). Dance sessions enable pupils to respond positively to spiritual and cultural opportunities as different dance styles are explored.
- Computing - Information Technology enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics video/photographic representations enable children to compare each other's performances and use these to improve the quality of their own work. In addition, the use of video footage of elite athletes competing, inspires the pupils for the lesson to follow and inspires their own ambitions for the future.
- Maths - learning to apply numeracy skills when counting, measuring, estimating and timing. Children will also use mathematical terminology for shapes, space, distance and position within curriculum PE sessions.

Inclusion

PE provides learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs and challenge of all children including those with special educational needs or disabilities, those learning English as an additional language and those who are more higher achieving. At Fair Oak, we take all reasonable steps to achieve this.

SEND Pupils

The PE subject lead and SENCO will meet to ensure and enable full access for the curriculum offer (e.g. reviewing resources and tailoring planning linked to specific needs). This process looks at a range of factors, to enable us to take some additional or alternative actions to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against 'expected' levels. This helps ensure that our teaching is matched to the child's needs and appropriate intervention can be accessed.

Disadvantaged Pupils

For pupils who are disadvantaged in any way or in receipt of pupil premium, the PE subject lead will ensure that all pupils are enabled full access to the full curriculum offer (in liaison with Pupil Premium Lead).

Higher Achieving Pupils

Higher achieving pupils are supported through the curriculum lead's ambition of the curriculum they plan, as opposed to activity type. Provision for these children includes: opportunities to work with external providers (e.g. Master classes)

Impact

There are so many ways we can demonstrate the excellent impact our curriculum design has on our pupils. Here are some examples:

- The school offers a broad range of **extra-curricular provision** to support our curriculum, such as football, cross country, street dance, netball, tennis to name a few!
- 'Taster sessions' prior to the commencement of the club promote interest.
- **Intra-school competitions** introduce the children to 'competing' against those they know, and **inter-school competitions** see pupils compete against other schools, at local, regional and national levels.
- With obesity growing as a serious health concern for children living in the UK, it is an inherent part of our school ethos to ensure Fair Oak pupils are equipped with the strongest knowledge and tools to make **healthy lifestyle choices**. Alongside the other key areas of our curriculum, children are encouraged and supported in making and promoting healthy lifestyle choices. For example, our **Active Club** delivers 'Change 4 Life' activities, which target specific cohorts of children, and **Play Leaders**. The Play Leaders have an activity/equipment rota to promote active play and sports at lunchtimes, which has been a great success and brought a great 'buzz' to the playground!

Assessment

Teachers assess children's work in PE by making assessments as they observe them during lessons as a regular feature of practice. All pupils are encouraged to evaluate their own work, and the work of others, to suggest ways to improve using subject specific vocabulary. During the teaching sequence for PE, teachers use the progression of skills assessment criteria to assess whether children are emerging, at expected or exceeding in National Curriculum expectations. Teachers record this information and use it to plan the future work of each child and class. We feel that it is essential that pupils are given effective and regular feedback in order to inform them of their strengths, and areas requiring further development. Positive feedback is also a highly important part of PE sessions at Fair Oak, as we believe this significantly builds children's confidence in their own ability, and self-esteem. The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The subject leader action plan ensures regular resource reviews, work/planning scrutiny, policy reviews, data analysis of progress and attainment, learning walks and pupil perception interviews.

Resources

There are a wide range of resources to support the teaching of PE across the school. When possible, children are given access to PE equipment to organise and run their own activities. Children are also expected to be responsible for the equipment they are using, and store the equipment when they are finished. By so doing, the children learn to handle equipment safely.

Health and safety

During PE lessons the safety of pupils is our main priority. To ensure this:

- all equipment and facilities are checked annually for safety
- appropriate use of equipment will be modelled to pupils by staff, through the use of videos or through the use of 'pupil experts'

- all jewellery must be removed including earrings, unless ears have been recently pierced and should be covered with sticky plaster/tape for six weeks
- we expect pupils to change for PE into the agreed clothing (uniform) for each activity area. Long hair must be tied up
- children work in bare feet for Gymnastics and Dance but use trainers for outdoor activities
- teachers are expected to set a good example by wearing appropriate clothing when teaching PE
- pupils adhere to basic rules regarding behaviour within the physical activity setting.
- When necessary, parents should advise the school of procedures for ensuring that pupils take any appropriate medication prior to, or following, physical activity. A record is kept of all pupils with medical conditions which may either affect their ability to participate in physical activity or which may be adversely affected by physical activity. Asthmatics must carry their inhaler in their class medical box to the sporting scene in order to participate; changes in use of an inhaler must be reported to the school by parents. Epi-pens and other 'medical support' must also be carried to any sporting venue on or off the school site.
- First-aiders in school are well known to those leading physical activity sessions. Safe and effective exercise procedures are taught and adopted in all activity sessions. We always encourage the children to consider their own safety and the safety of others. Any pupil who is deemed a risk to himself or herself or anyone else in the practical situation should be removed from the working environment immediately.

Extra-Curricular Activities

The school provides extra-curricular activities, such as football, running, tag rugby, tennis, basketball, athletics, rounders, fitness and dance activities for pupils across the academic year. These encourage children to further develop their skills in these activity areas and prepare them for taking part in these sports/activities in curriculum time or competitions/festivals. The school also competes in many inter-school competitions to introduce a competitive element to team games, and allow the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children and a pride in representing their school.