



BRIDGEWATER
PRIMARY SCHOOL

Bridgewater Primary School
Bridgewater Street
Little Hulton
Salford
M38 9WD

PE Policy

September 2025

Rationale

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. (NC 2014)

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.

(NC 2014)

KEY SKILLS IN PHYSICAL EDUCATION:

Through an appropriate balance of focused subject teaching and well planned opportunities using the key skills in physical education children will enjoy an healthy, active and fulfilling life. Children will learn to respond positively to challenges, to recognise and manage risk and to develop their self-confidence and physical capabilities.

Children learn about their changing bodies and the importance of nutrition and rest, helping them make informed choices and lead healthy, balanced lifestyles. Through enjoyable physical activities, they learn to increase body control, coordination and dexterity.

Children learn about their responsibilities both as individuals and members of groups and about what is right and wrong. They learn to compete and cooperate fairly as individuals and in groups and teams, understanding their own and others' roles.

The school will:

Provide a well balanced programme of Physical Education, which will include a range of physical lessons in a variety of sports.

Utilise opportunities to participate in coaching and competition within and outside of school hours.

EVERY CHILD MATTERS:

The Every Child Matters Green Paper identified the five outcomes that are most important to children and young people.

Be Healthy

At Bridgewater we want our pupils to enjoy good physical and mental health and live a healthy lifestyle. We define a healthy lifestyle through a link we physical education as being one where pupils are aware of the importance of a balanced diet, the need for exercise.

This will be encouraged through –

- Physical education lessons throughout the school which will help children become physically healthy by developing an understanding of the importance of regular physical activity.
- After school activities encouraging participation in physical activities delivered by Bridgewater staff and external coaches.
- Being mentally and emotionally healthy by increasing self-esteem and confidence and developing a sense of achievement.

Stay Safe

Physical education learning experiences ensure that children are equipped with the knowledge, skills and understanding they need in how to stay safe in different situations. This includes staying safe from bullying and discrimination by increasing self esteem and confidence, and to stay safe from crime and anti-social behaviour in and out of school by encouraging involvement in productive and fun activities in spare time.

Enjoy and Achieve

Empowering children with the knowledge, skills and understanding they need to enjoy and achieve at Bridgewater is the over arching goal. Children are taught to attend and enjoy school by providing a well rounded curriculum where everyone can achieve, to achieve personal and social development and enjoy recreation by encouraging involvement in sporting groups.

Make a Positive Contribution

Through Physical education lessons as well as the general ethos of the school, children are encouraged to engage in positive behaviour in and out of school by providing positive role models and examples of behaviour. They are taught to develop self-confidence and successfully deal with significant life changes and challenges by encouraging involvement in co-operative and competitive activities.

Achieve Economic Wellbeing

Children at Bridgewater are taught the importance of securing economic wellbeing and to engage in further education, employment or training on leaving school by developing self-confidence and co-operative and leadership skills.

SCHEME OF WORK:

Schemes of work show how the National Curriculum programmes of study and attainment targets can be translated into a practical plan.

TEACHING AND LEARNING:

Primary education is a critical stage in children's development – it shapes them for life. As well as giving them the essential tools for learning, primary education is about children experiencing the joy of discovery, solving problems, being creative through all subjects, developing their self-confidence as learners and maturing socially and emotionally.

At Bridgewater we want to continue to focus on raising standards while not being afraid to combine that with making learning fun.

We plan and provide physical education opportunities to the agreed levels of the government's Public Service Agreement (75% of children aged 5-16 to participate in 1 hour of quality P.E a week.

All year groups to take part in 1 hour of quality P.E.

FOUNDATION STAGE:

In the foundation stage at Bridgewater Primary School PE is also covered through their physical continuous provision. This can be accessed by children at any point throughout the day. There are numerous planned activities which children can access to help develop their fine motor and gross motor skills. This is then reinforced and further developed through their hourly PE lesson. The teachers assess through Development Matters. By the end of Reception, children should be at the Expected level of Development in the Physical Development Early Learning Goal. (2021)

TEACHING SPECIFIC TO PHYSICAL EDUCATION:

Lessons should include:

- The learning objectives shared
- Appropriate safety measures are observed and shared with the children to ensure their safety throughout the lesson.
- A warm up and recovery time appropriate to the activity.
- Opportunities to watch, listen and comment upon performances of other children and demonstration by teacher or capable child for children to master the correct techniques.
- Discussion to be kept simple emphasising one or two skills only, making sure that every child watches, listens and has a chance to offer a contribution.
- Cool Down

EQUAL OPPORTUNITIES AND INCLUSION:

A well-balanced and planned PE programme should meet the physical and social needs of all pupils, allowing all children across the ability spectrum to succeed. By setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment, teachers will create a positive and achievement orientated learning environment. Children should be encouraged to broaden their vocabulary, enabling them to use appropriate terms and language to describe their own and others performances. Children with specific physical needs are supported by an TA and are encouraged to join in as much as they are physically able.

DIFFERENTIATION:

Physical activity within this school is developmentally appropriate and a variety of teaching and learning approaches and organisational management are adopted to ensure that:

- Tasks are matched to pupils of different abilities, needs and interests by balancing challenge with the likelihood of success
- Pupils at different starting points all make progress

The achievements of all pupils are maximised by providing variations in:

- Tasks (e.g. providing a range of tasks with varying degrees of difficulty)
- Resources (e.g. using a variety of equipment to make tasks more/ less challenging)
- Response (e.g. allowing pupils to work at different paces)
- Support (e.g. providing additional support)
- Group structure (e.g. permitting small group work; selecting mixed ability or setting, as appropriate)

ASSESSMENT:

- Teachers will complete annual Teacher Assessments based on the National Curriculum level descriptors linked with the OTRACK descriptors.
- A record will also be kept of swimmers and non-swimmers from year 4, completed by class teachers as they reach each stage.
- Outside companies will feedback to class teachers assessment data and complete assessments outlined in the policy.

RESOURCES:

Curriculum Resources

A complete membership for P.E Planning shall provide all teachers with resources.

Equipment Resources

On Key Stage 1 and 2 playgrounds the P.E equipment is stored in purpose built sheds. The hall has apparatus and mats for use in lessons. Equipment is the tool that enables children to fully access the curriculum and needs to be maintained as such.

PE KIT:

Children must have their P.E kits in school and will get changed in school for every P.E lesson and sporting afterschool club. Every child is given the opportunity to participate in all PE and games activities. Spare PE kit will be available in classrooms and the storage room at the end of KS2 corridor. Parents should be notified if their child is without a P.E. kit from the class teacher.

To ensure the safety of all children the following points must be adhered to:

- Footwear must be appropriate for the activity (trainers or pumps).
- No jewellery, watches or wrist bands are to be worn during PE and loose baggy clothing must be secured.
- Long hair should be tied back.
- Stud earrings must be removed by the child or covered with plasters if they cannot be removed. Parents should provide these plasters or leave earrings out that day if the child cannot take them out independently.
- Staff should set a good example by wearing suitable clothes and foot wear when teaching PE and games.
- Parents should provide suitable outdoor P.E. kit including trainers, jogging bottoms and appropriate top as children will partake in outdoor P.E. all year round. The class teacher should inform the parents when outdoor kit is required.

EXTRA CURRICULAR OPPORTUNITIES:

We aim to enhance our physical education provision by providing a range of sport after school clubs.

- Running a diverse range of high quality clubs for children in KS1 and KS2.
- Employing accredited coaches to coach various clubs. Use coaches from the School Sports Partnership to coach various clubs.
- Training existing staff internally and through accredited coaching courses.

AN ACTIVE PLAYGROUND:

It is essential that break times and lunch times are used productively and that children are given the opportunity to fully experience and enjoy the benefits of this unique time to be active.

BREAK TIME

Key Stage 1 playground

- Skipping ropes
- Balls
- Hoops
- Beanbags
- A selection of physical items etc.

Key Stage 2 playground

- Appropriate floor markings: e.g. hopscotch, giant snake,
- Climbing Frame
- Playground markings

LUNCH TIME

Key Stage 1 playground

- Skipping ropes
- Balls
- Hoops
- Beanbags
- A selection of physical items etc.

Key Stage 2 playground

- Appropriate floor markings: e.g. hopscotch, giant snake,
- Climbing Frame
- Playground markings

HEALTH AND SAFETY:

Health and safety awareness forms an integral part of the children's learning.

- All staff work to the codes of practice set out in Safe Practice In Physical Education And School Sport 2008 produced by the Association Of Physical Education.
- Children should not wear any jewellery or watches during a PE lesson.
- Children are required to have long hair tied back in an appropriate manner.
- Any damage to equipment should be reported to the PE coordinator immediately, and should not be used.
- Children to get changed into suitable PE kit.

- Teachers/coaches to set a good example by wearing suitable clothing when teaching P.E

Our curriculum for P.E acknowledges that learners with additional needs are likely to have difficulties making a generalisation associated with stimuli. These difficulties may act as barriers to learning with regard to making the connections necessary when taking part in P.E or any physical activity. The learner may need support to remember previous experiences and link them to make sense out of a new one. When teaching P.E at Bridgewater, planning is adapted to suit the needs of all children no matter what their needs with a focus on Quality First Teaching.

Teaching is personalised and targeted including tasks, questioning and intervention where needed in the lesson. We use pre-teaching of vocabulary and skills from previous lessons to assist the children in their knowledge and develop their skills further. This enables the children to know and remember more, and provide guided scaffolds to ensure all children are accessing the curriculum knowledge needed for their year group. Teaching uses visual (Videos and how to guides) and practical lessons to help understanding of new content in P.E. Teachers also carefully consider adaptations – see below.

SEND Adaptations for P.E:

Cognition and Learning	
Barriers	Provision
Ability to remember/understand verbal instructions.	<ul style="list-style-type: none"> • Break down instructions so that they are given one-step at a time. • Where sequences of instructions are needed support with visuals or demonstration. • Give an individual instruction/recap following the main teach activity. • Mixed group abilities for peer support. <p>NB many children with learning difficulties are able to excel in PE therefore need to be aware of individual profile of need.</p>
Communication and Interaction	
Barriers	Provisions
Processing lots of verbal information Understanding of subject specific vocabulary	<ul style="list-style-type: none"> • Break down instructions into small steps supported with signing, gesture and/symbols or pictures where applicable. • Be very clear with safety instructions – clear instructions with reduced language. • Key vocabulary supported by visuals • Repetition of key vocabulary and what it means.

<p>Difficulties working in a team/collaborating and negotiating.</p>	<ul style="list-style-type: none"> • Do not assume – clarify vocabulary and prior learning. • Working in smaller groups or pairs initially when developing turn taking skills. • Building up to larger team games as the child understands the rules.
<p>Physical and Sensory</p>	
<p>Barriers</p>	<p>Provision</p>
<p>Ability to see and hear the instructions clearly.</p> <p>Child’s individual health or medical needs.</p> <p>Ability to access equipment and task.</p> <p>Sensory overload- noise level, children running in and out of space, different physical environment.</p> <p>Difficulty changing for PE.</p>	<ul style="list-style-type: none"> • Ensure that teacher can be seen and heard; particularly if in a bigger or open space. • Gather children together for instructions. • Support with signing and demonstrations. • Ensure adaptations are made in accordance with child’s own health care plan. For example No climbing above head height for a child with Epilepsy etc. Possible use of hoist. • Liaise with health professionals/physio/OT to incorporate children’s individual targets/goals. • Adaptations to the equipment. A sponge ball is easier for a child to hold than a solid ball. Slow bounce balls can enable more time. • Adaptations to the success criteria- if ‘hitting a ball with a bat’ does this have to be in the air- could be across the ground, over a table etc. • Goals can be lower and larger. • Ensure that the child is in a more open space away from others. • Ear defenders (remove for any health and safety discussions) • Warning in advance of the change of space – visual timetable for PE or now/next. • Consider pupil sensory audits and adaptations • Provide verbal support to encourage independence – put your arm up, etc • Visual sequence or now/next to support the sequencing of changing. Can be a written checklist if no learning difficulties.

Social Emotional and Mental Health	
Barriers	Provision
<p>Anxiety around unfamiliar activities.</p> <p>Confidence to attempt new skills.</p> <p>Harder to regulate behaviour in a less structured environment.</p> <p>Anxiety changing for PE/Body concerns.</p>	<ul style="list-style-type: none"> • Visual timetable ensuring child knows it is PE. • Inform child if PE time needs to change using visual timetable. • Encourage 'growth mind-set' around having a go but reassure that they will not be made to do anything they feel unable to do. • Timed warnings of a transition to the next activity 'In 2 minutes we are going to stop this activity' (particularly if the child is immersed) • Clear expectations at the start of the lesson • Enable the child to change in a more private area (whilst still being safe/supervised) or, where possible, attend school in their PE kit • Liaise with parents about adaptations – wearing a vest on PE days etc so that child feels more covered up. • Be aware/sensitive to safeguarding issues and report any new concerns. • Opportunities to develop social skills including being taught these discretely to support engagement in group work and collaborative learning. • Use of PSHE to discuss healthy relationships, promote well-being and explore emotive topics within learning.