

Physical Education Policy

Headteachers:	Mrs N. Hall	Date: September 2026
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Chair of Governors:	Mr D. Hall	Date: September 2026

Review: September 2029

Mulbarton Primary School PE Vision:

At Mulbarton Primary School, we believe that Physical Education (PE) is an essential part of every child's education and plays a vital role in promoting physical, social, emotional and mental wellbeing. We are committed to providing an inclusive, ambitious and enjoyable PE curriculum that inspires all children to develop confidence, resilience and a lifelong enjoyment of physical activity.

Through high-quality teaching, enriching experiences and opportunities for both personal challenge and competition, we aim to develop physically literate pupils who understand the importance of leading healthy, active lifestyles. We celebrate participation, effort and personal achievement, ensuring that every child experiences success.

Our curriculum encourages children to become physically literate, effective team players, respectful competitors and reflective learners who are equipped with the knowledge, skills and attitudes needed to remain active throughout their lives.

Policy Statement:

Physical Education is an integral part of the curriculum at Mulbarton Primary School. We believe that PE contributes significantly to pupils' physical development, emotional wellbeing, personal growth and academic success. Through a broad, balanced and progressive curriculum, we provide opportunities for all children to develop fundamental movement skills, physical competence, confidence and an appreciation of healthy, active lifestyles.

Our curriculum is carefully sequenced to ensure knowledge and skills build progressively throughout each year group. We are committed to providing high-quality teaching, inclusive practice and meaningful opportunities for every child to achieve success.

PE extends beyond curriculum lessons through extra-curricular clubs, leadership opportunities, active playtimes and participation in inter/intra-school events and competitions. These experiences enable pupils to develop teamwork, leadership, resilience, communication and respect while fostering a lifelong enthusiasm for physical activity.

Intent:

At Mulbarton Primary School, we believe that PE is an essential part of children's learning and wellbeing. We provide a broad and balanced programme for the delivery of PE across the school.

Within the Early Years Foundation Stage, children are introduced to PE through the development of fundamental movement skills alongside games, ball skills, gymnastics

and dance. Physical development is embedded throughout the curriculum through continuous provision and planned opportunities to develop both gross and fine motor skills.

In Key Stages 1 and 2, pupils follow a broad curriculum based on the National Curriculum for Physical Education. Learning includes:

- Invasion games
- Net and wall games
- Striking and fielding
- Athletics
- Gymnastics
- Dance
- Outdoor and Adventurous Activities (OAA)
- Swimming

Children in Key Stages 1 and 2 receive two hours of high-quality PE each week. Children in EYFS receive a weekly PE lesson alongside regular physical development opportunities throughout the week.

We aim to ensure that every child develops the knowledge, skills and confidence required to participate successfully in physical activity whilst promoting positive attitudes towards health, wellbeing and lifelong participation in sport.

Implementation:

Our curriculum is delivered through the Get Set 4 PE scheme of work, which provides a carefully sequenced progression of knowledge and skills that aligns with the National Curriculum for PE. Teachers adapt lessons to meet the needs of their classes whilst maintaining high expectations for all learners.

Pupils receive high-quality PE lessons every week. Within Key Stages 1 and 2, one lesson is delivered by the class teacher and one by a cover teacher. In the Early Years Foundation Stage, PE is delivered by class teachers through engaging lessons that focus upon developing fundamental movement skills and physical confidence.

Physical activity is promoted throughout the wider school day. Opportunities include:

- A daily mile
- Active playtimes
- Sports Leaders leading lunchtime activities

- Movement breaks within lessons
- Physically active learning across the wider curriculum

Children are encouraged to extend their participation through extra-curricular clubs, including sports such as: football, dodgeball and gymnastics alongside additional teacher-led clubs throughout the academic year.

As members of the Norfolk School Sports Partnership (NSSP), pupils have opportunities to participate in intra-house competitions as well as inter-school events and competitions. These experiences allow pupils to represent their school, develop resilience, demonstrate teamwork and experience healthy competition within a supportive environment.

Our commitment to providing opportunities for PE, school sport and physical activity has been recognised through achieving the School Games Gold Mark Award (2025–2026).

Impact:

By the time pupils leave Mulbarton Primary School they will be confident, motivated and physically literate young people who understand the importance of leading healthy, active lifestyles.

Children develop the knowledge, skills and attitudes required to participate confidently in a wide range of physical activities and sports. They understand the value of teamwork, perseverance, respect and fair play whilst demonstrating resilience when facing physical and personal challenges.

Through our PE curriculum, extra-curricular opportunities and competitive sport, pupils develop confidence to continue participating in physical activity beyond primary school and are equipped to make informed choices that positively support both their physical and mental wellbeing throughout their lives.

PE and Sport Premium:

Mulbarton Primary School uses the Primary PE and Sport Premium to make improvements to the quality of PE, school sport and physical activity across the school.

Funding has been allocated in line with the Department for Education's guidance and has been used to improve provision across the following key areas:

- Increasing engagement of all pupils in regular physical activity.
- Raising the profile of PE and sport across the school.
- Improving the confidence, knowledge and skills of staff delivering PE.
- Broadening the range of sports and physical activities available to pupils.

- Increasing participation in competitive sport.

The impact of PE and Sport Premium funding is reviewed annually and published on the school's website in accordance with statutory requirements.

The PE Subject Lead works closely with the Headteachers and Link Governor to ensure funding is used effectively and provides sustainable improvements for pupils. Leaders continue to stay on top of current guidance and changes to allocated funding.

National Curriculum Aims:

The Physical Education curriculum at Mulbarton Primary School is based upon the requirements of the National Curriculum for PE (Department for Education, 2014) and the Statutory Framework for the Early Years Foundation Stage (Department for Education).

In line with this statutory guidance, our curriculum aims to ensure that all pupils:

- develop competence and confidence across a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sport and other physical activities
- develop the knowledge, skills and motivation required to lead healthy, active lives

Within the Early Years Foundation Stage, Physical Development is recognised as one of the prime areas of learning. Through carefully planned indoor and outdoor experiences, children develop their gross and fine motor skills, balance, coordination, strength and confidence, providing secure foundations for future learning and lifelong participation in physical activity.

Our curriculum reflects these statutory aims whilst responding to the needs of our pupils and the wider Mulbarton Primary School community.

Teaching and Learning:

At Mulbarton Primary School, PE is taught through a carefully planned and progressive curriculum that enables all pupils to develop knowledge, skills and confidence across a broad range of physical activities. Teaching is underpinned by high expectations, inclusive practice and a commitment to ensuring that every child experiences success.

The school follows the Get Set 4 PE scheme of work, which provides a clear progression of knowledge and skills from the Early Years Foundation Stage through to Year 6. Lessons are sequenced to build upon prior learning, allowing pupils to revisit, refine and apply previously taught skills whilst developing increasing competence across each area of the curriculum.

Children are provided with opportunities to work individually, in pairs and within teams, enabling them to develop communication, cooperation, leadership and problem-solving skills alongside physical competence. Lessons encourage pupils to become reflective learners by evaluating their own performances and those of others in order to identify strengths and areas for improvement.

Teachers use a range of teaching approaches including modelling, questioning, demonstration, guided practice and independent application to ensure learning is accessible and appropriately challenging for all pupils. Appropriate adaptations are made to meet the needs of individuals whilst maintaining ambitious expectations for every learner.

Assessment for Learning (AfL) is embedded within every PE lesson. Teachers continually assess pupils' understanding through observation, questioning, feedback and discussion - allowing learning to be adapted in response to pupils' needs and ensuring misconceptions are addressed promptly.

Children are encouraged to take ownership of their learning through self-assessment and peer assessment. These opportunities help pupils to understand the learning intention and success criteria, reflect upon their own progress and develop confidence in evaluating their learning.

Staff Professional Development:

Mulbarton Primary School is committed to maintaining high standards of PE through ongoing professional development.

Staff are encouraged to develop their subject knowledge, confidence and teaching practice through a range of professional learning opportunities, including in-school training, support from the PE Subject Leader and collaboration with colleagues and the Norfolk School Sports Partnership.

The PE Subject Lead provides guidance and support for staff, ensuring consistency in curriculum delivery, assessment and safe practice across the school. Where staff identify areas in which they require additional support, appropriate professional development opportunities are provided.

Professional development ensures staff remain informed of current curriculum developments, inclusive teaching strategies and the latest health and safety guidance, enabling pupils to receive high-quality PE teaching throughout the school.

Swimming:

Swimming forms an important part of the PE curriculum at Mulbarton Primary School.

Children in KS2 participate in a programme of swimming lessons delivered by qualified external swimming instructors.

Swimming lessons are planned to enable pupils to work towards achieving the National Curriculum expectations for swimming by the end of Key Stage 2. Pupils are supported in developing confidence, competence and water safety awareness through progressive skills teaching and regular practice.

In line with the National Curriculum, pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively, including front crawl, backstroke and breaststroke
- perform safe self-rescue in a variety of water-based situations

Qualified swimming instructors assess pupils throughout the programme and share assessment information with the school to support teacher assessment and reporting.

Assessment and Recording:

Assessment is an integral part of teaching and learning within PE and is used to ensure that all pupils make good progress throughout the curriculum.

Teachers use ongoing assessment for learning (AfL) strategies during every lesson to monitor pupils' understanding, provide immediate feedback and adapt teaching to meet individual needs. Observation, questioning, discussion and practical demonstration enable teachers to identify next steps in learning and provide appropriate support or challenge.

Throughout each unit of work, teachers complete Distance Marking (DM) sheets to record pupils' progress against the intended learning outcomes. At the end of each unit, teachers complete a summative distance marking assessment, providing an overall judgement of each pupil's attainment within that area of learning.

Teacher judgements are recorded termly on the school's Sonar assessment platform. This provides a clear overview of pupil attainment and progress across the academic year and enables teachers and leaders to identify strengths, monitor progress over time and plan appropriate support or challenge where required.

Self-assessment and peer assessment are embedded throughout the curriculum, encouraging pupils to reflect upon their own learning, recognise successful performance and identify areas for further development. These approaches help pupils become increasingly independent learners whilst developing their understanding of successful learning.

Assessment information is used to inform future planning, ensure progression across the curriculum and support all pupils in achieving their full potential.

Inclusion, Equal Opportunities and Adaptive Practice:

At Mulbarton Primary School, we believe that every child has the right to access a high-quality PE curriculum regardless of ability, background, gender, disability or additional need.

We are committed to creating an inclusive environment where every pupil feels valued, supported and able to experience success. Learning is carefully adapted to remove barriers to participation whilst maintaining high expectations for all learners.

Teachers use adaptive teaching strategies informed by CPD, together with the adaptive guidance provided within the Get Set 4 PE scheme, to ensure lessons meet the needs of all pupils.

Adaptations may include:

- modifying the learning environment or playing area
- adapting equipment to improve accessibility
- adjusting tasks and success criteria
- varying levels of challenge
- altering groupings and levels of adult support
- providing additional demonstrations, modelling or visual prompts
- offering alternative methods for pupils to demonstrate learning

Where appropriate, teachers work collaboratively with the SENDCO, parents, carers and external professionals to ensure pupils with additional needs are fully included within PE lessons and wider sporting opportunities.

Where pupils are temporarily unable to participate fully in physical activity due to medical needs or injury, they will be provided with meaningful alternative roles such as coaching, officiating, observing, analysing performance or recording results so they continue to contribute to learning.

Inclusive practice extends beyond curriculum lessons. The school provides, where possible, opportunities for pupils to participate in inclusive sporting events, including SEND and pupil premium - specific competitions organised through the Norfolk School Sports Partnership (NSSP), ensuring that every child has opportunities to enjoy, achieve and succeed through physical activity.

Equipment and Resources:

The school has a range of high-quality equipment and resources to support the effective delivery of the PE curriculum.

Resources are reviewed regularly by the PE subject lead to ensure they remain safe, fit for purpose and appropriate for the age, ability and needs of pupils.

Staff and pupils share responsibility for maintaining equipment. Pupils are taught to:

- use equipment safely and responsibly
- respect and care for school resources
- return equipment correctly after use
- follow instructions when carrying, setting up and storing apparatus

PE Kit:

Appropriate PE clothing supports pupils' safety, comfort and participation.

The expected PE kit consists of:

- school PE t-shirt or blue t-shirt
- shorts, jogging bottoms or leggings
- trainers for outdoor activities
- school jumper or appropriate outdoor clothing during colder weather

For health and safety reasons:

- all jewellery should be removed before PE lessons
- where earrings cannot be removed, they should be securely covered with tape before the lesson
- hair that is long enough to be tied, should be tied back
- watches should be removed before participating

Safe Practice:

The health, safety and wellbeing of pupils and staff are paramount during all PE lessons and sporting activities.

All staff delivering PE follow the most up-to-date guidance contained within the Association for Physical Education (afPE) Safe Practice in Physical Education, School Sport and Physical Activity publication.

Teachers are responsible for ensuring that activities are appropriate for the age, ability and needs of their pupils and that equipment, facilities and learning environments are safe before, during and after lessons.

Pupils are taught to use equipment safely, recognise potential hazards and understand their own responsibilities for maintaining a safe learning environment. Safe working practices are embedded throughout the curriculum to promote independence, responsibility and positive attitudes towards physical activity.

Where necessary, activities will be adapted to ensure learning remains safe, inclusive and accessible for all pupils.

Staff requiring additional support in delivering any aspect of the PE curriculum should seek guidance from the PE Subject Lead and access appropriate professional development.

Adverse Weather:

Every effort will be made to ensure that planned PE lessons continue wherever possible.

Where weather conditions make outdoor activities unsafe or unsuitable, lessons will be adapted and delivered indoors where appropriate. If indoor facilities are unavailable, teachers will provide alternative learning activities that continue to develop pupils' knowledge and understanding of PE.

Where lessons require rescheduling due to exceptional circumstances, teachers will endeavour to revisit the planned learning at the earliest practical opportunity.

Roles and Responsibilities:

The Headteachers will:

- support the effective implementation of this policy
- ensure sufficient curriculum time is allocated for PE
- monitor the quality of provision across the school

The PE subject lead will:

- lead the strategic development of Physical Education
- monitor teaching, learning and assessment
- provide support and professional development for staff
- manage resources effectively
- oversee PE and Sport Premium expenditure
- monitor participation and achievement
- ensure statutory requirements are met

Class Teachers will:

- deliver high-quality PE lessons
- assess pupil progress accurately
- provide an inclusive learning environment
- maintain safe practice
- encourage positive attitudes towards physical activity

Pupils will:

- participate fully in lessons
- demonstrate positive behaviour and sportsmanship
- respect equipment, facilities and others
- take increasing responsibility for their own learning and safety

Linked Documents:

This policy should be read alongside the following school documents:

- PE Curriculum Overview (Long Term Plan)
- PE progression documents
- PE and Sport Premium Strategy
- Health and Safety Policy
- SEND Policy
- Equality Objectives Policy
- Behaviour Policy
- Educational Visits Policy
- Safeguarding and Child Protection Policy