DALLAM PRIMARY SCHOOL

Dallam
Community Primary School
NURTURE · INSPIRE · ACHIEVE

PE POLICY

Approved:	Claire Brabin	**Date:** September 2025
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1. Purpose of the policy

This policy reflects the aims and values of Dallam Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals for PE at Dallam.

The purpose of this policy is to:

- To support all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines (if appropriate)
- Provide clear information to parents and carers about what their children will be taught and expectations for across the subject
- Allow the governing board to monitor the curriculum

This policy will be available on our school website, PE – Dallam Community Primary School

2. Intent

At Dallam Primary School, the intention of our PE curriculum is to shape children that will;

- Have a lifelong love and enjoyment of physical activity whilst leading a healthy active lifestyle.
- Develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing for the present and in the future.
- Demonstrate our sporting values; Determination, honesty, passion, respect, self-belief, sportsmanship and teamwork which are fundamental life skills to develop through PE.

At Dallam the pupils will experience a broad range of sports and sporting experiences. Children will experience participating in competitive sports at different levels with the hope that they will continue this in the future. This is carefully planned through intra-school competitions, external competitions and inclusive events.

We maximise opportunities for children to take part in physical activity including at least 30 minutes of physical activity a day. This includes the daily mile, scheduled PE sessions, which follow the National Curriculum, short active breaks during lessons and extra-curricular sporting clubs. We also have Dallam Sports Crew, who support at playtimes and encourage pupils to be active through play. All activities are carried out in a safe and supportive environment, where effort and hard work, as well as success, are celebrated. During planned sessions, children learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.

We want children to understand what it is like to be part of a team to develop their respect, collaboration, and sportsmanship values. We prioritise challenge and personal best in all areas to allow children to build their

resilience and independence. We want children to have a good understanding of the importance of health, fitness and wellbeing and for them to be able to talk about this using the correct vocabulary. Children will leave Dallam with an understanding of how exercise and sport can have a positive impact on their mental health.

We believe this will allow them to make good personal choices later in life. All PE and sport we offer is inclusive to all children at differing abilities and SEND and build progressively through the different age ranges.

3. Implementation

Teaching and learning

At Dallam, our PE curriculum is varied, and long-term plans ensure that we meet the requirements of the National Curriculum. All pupils receive up to two hours of high-quality PE using outside space or school hall.

PE sessions are taught by the class teacher following the 'Get Set 4 PE' scheme. Get Set 4 PE provides a complete curriculum from Nursery to Year 6, including dance, gymnastics, yoga, fitness, athletics, outdoor and adventurous activities (OAA) and a wide range of games. Alongside physical skills, every unit develops children's personal skills through the Get Set 4 SET ladder (Social, Emotional and Thinking), so that children learn to work with others, to persevere, and to reflect on and improve their own and others' performance. The units build on one another throughout the year, so the skills practiced in them transfer easily to team games. SEND children, that are part of the school's designated provision, integrate into some of the PE sessions with the mainstream class.

Active playtimes are an important part of our PE provision and help children reach at least 30 minutes of physical activity a day. Our play leaders, the Dallam Sports Crew, support playtimes by leading and encouraging active games, so that all pupils, including those who are less active or lack confidence, can join in. Play leaders are supported by staff, and the PE lead oversees the Sports Crew and the equipment they use at playtimes.

Get Set 4 PE lesson plans, resources and the curriculum map are accessed through the school's Get Set 4 login.

New staff should see the PE lead to get a login for Get Set 4 PE.

Curriculum overview

Here at Dallam Primary, we follow Get Set 4 PE, including dance, gymnastics and yoga, for all PE lessons carried out by classroom staff. The Get Set 4 curriculum map sets out the units taught in each term, and our PE Progression Map and Essential Skills and Knowledge document set out the skills and knowledge that pupils are expected to learn in each year group.

Swimming is provided by Livewire, which follows the national curriculum programme.

Early Years Foundation Stage (EYFS)

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through planned activities.

By creating games and providing opportunities for play both indoors and outdoors, our staff can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility.

Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision help with hand-eye coordination which is later linked to early cross curricular areas.

Here at Dallam our EYFS curriculum for physical development is also enhanced by the implementation of Get Set 4 PE in Nursery and Reception. Children work through the Introduction to PE, Fundamentals, Gymnastics,

Dance, Games and Ball Skills units across the year, and our Essential Skills and Knowledge document sets out what we expect for 2-year-olds, 3–4-year-olds and Reception.

Key Stage (KS) 1

In Key Stage 1 Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They can engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils are taught to:

♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

♣ participate in team games, developing simple tactics for attacking and defending

♣ perform dances using simple movement patterns

Key Stage (KS) 2

Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to:

♣ use running, jumping, throwing and catching in isolation and in combination

♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

♣ perform dances using a range of movement patterns

♣ take part in outdoor and adventurous activity challenges both individually and within a team

♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. Pupils are taught to:

♣ swim competently, confidently and proficiently over a distance of at least 25 metres

♣ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

♣ perform safe self-rescue in different water-based situations

Long term plan and curriculum map

Our PE long term plan is the Get Set 4 curriculum map, shown below. It can also be found on our school website.

The Get Set 4 curriculum map shows the units taught by class teachers.

Year group	Term 1 (Autumn)	Term 2 (Spring)	Term 3 (Summer)
Nursery	Half term 1: Introduction to PE: Unit 1 Half term 2: Fundamentals: Unit 1	Half term 1: Gymnastics: Unit 1 Half term 2: Dance: Unit 2	Half term 1: Games: Unit 1 Half term 2: Ball Skills: Unit 1

Year group	Term 1 (Autumn)	Term 2 (Spring)	Term 3 (Summer)
Reception	Half term 1: Introduction to PE: Unit 2 Half term 2: Fundamentals: Unit 2	Half term 1: Gymnastics: Unit 2 Half term 2: Dance: Unit 2	Half term 1: Games: Unit 2 Half term 2: Ball Skills: Unit 2
Year 1	Half term 1: Fundamentals, Ball Skills Half term 2: Team Building, Fitness	Half term 1: Gymnastics, Target Games Half term 2: Gymnastics, Invasion Games	Half term 1: Dance, Sending and Receiving Half term 2: Athletics, Dance
Year 2	Half term 1: Fundamentals, Ball Skills Half term 2: Team Building, Fitness	Half term 1: Gymnastics, Target Games Half term 2: Gymnastics, Invasion Games	Half term 1: Dance, Sending and Receiving Half term 2: Dance, Athletics
Year 3	Half term 1: Fundamentals Y3/4, OAA Half term 2: Fitness, Ball Skills Y3/4	Half term 1: Gymnastics, Hockey Half term 2: Rugby, Dance	Half term 1: Dodgeball, Tennis Half term 2: Athletics, Cricket
Year 4	Half term 1: Fundamentals Y3/4, OAA Half term 2: Fitness, Ball Skills Y3/4	Half term 1: Gymnastics, Hockey Half term 2: Rugby, Dance	Half term 1: Swimming, Dodgeball Half term 2: Swimming, Athletics
Year 5	Half term 1: OAA, Dance Half term 2: Fitness, Hockey	Half term 1: Swimming, Gymnastics Half term 2: Swimming, Yoga	Half term 1: Dodgeball, Cricket Half term 2: Athletics, Rounders
Year 6	Half term 1: OAA, Hockey Half term 2: Cricket, Fitness	Half term 1: Gymnastics, Badminton Half term 2: Yoga, Dance	Half term 1: Land Based Water Safety, Dodgeball Half term 2: Athletics, Rounders

Progression of skills and knowledge

Progression across the school is set out in our PE Progression Map (Nursery to Year 6). For each year group it lists the units taught and the progression statements for these areas:

- ♣ Dance
- ♣ Gymnastics and Yoga
- ♣ Fundamental movement skills (Fundamentals, Fitness and Athletics)
- ♣ Team Building and Outdoor and Adventurous Activities (OAA)
- ♣ Swimming and Water Safety
- ♣ Games (Ball Skills, Invasion, Target, Sending and Receiving, Net and Wall, Striking and Fielding)

Personal skills are developed in every area through the Get Set 4 SET ladder (Social, Emotional and Thinking), which progresses in bands: EYFS, Years 1 and 2, Years 3 and 4, and Years 5 and 6.

Our Essential Skills and Knowledge document (EYFS 2026 to Year 6) turns this progression into a termly overview for each year group. For each term it lists the key units, key skills, key facts, key vocabulary and key questions. In EYFS it covers 2-year-olds, 3–4-year-olds and Reception. Teachers use it to plan lessons, to teach subject-specific vocabulary and to make summative assessment judgements.

Cross-curricular links

Many subjects will feed into other areas of the curriculum. Wherever applicable staff will endeavour to make links with other subjects, for example when studying the Romans in history then they may produce a Roman march sequence through dance.

PE shares links with the following subjects:

- English: development of oracy
- Maths: positional and directional language
- RE: dance can be linked to different religions and celebrations
- ICT: use of the internet for research sports, sporting events, sports personalities

- Geography: reading maps, orienteering skills and directional language
- PSHE: encourages awareness of making healthy choices for physical and mental health
- Science: biology naming of body parts, understanding some of the mechanics of the body such as which muscles are used for certain movements, the impact on your heart, notice body changes following exercise

Assessment

At Dallam Primary we use assessment to enable staff to understand what pupils have learnt before, what they need to learn now and what they will learn next.

Formative assessment
Formative PE assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and differentiation.

Summative assessment
Summative assessment is completed termly, following the Essential Skills and Knowledge document (EYFS 2026 to Year 6), which sets out the key skills for each year group and term.

At the end of each school term, pupils will be assessed within 1 of the following bands:

- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater Depth (GDS)

Data is then inputted into Arbor under assessments

Marking/Feedback/Evidence
Children receive regular oral feedback throughout lessons along with areas to further develop. This can be from both staff and peers.

The expectation is that all teachers upload photographs and videos to their PE folder on Seesaw at the beginning and end of the unit/ half term to show progress. In EYFS, evidence of physical development can be found on tapestry and can be found in the class floor book.

Resources

PE kit/uniform

The school PE kit consists of:

- blue polo shirt, this can include the Dallam school badge
- plain black shorts
- trainers only, no pumps/plimsoles
- black joggers / leggings for colder weather
- a bag that can be kept at school
- Jewellery should not be worn in school due to health and safety policies, and therefore should not be worn for PE lessons
- Longer than shoulder length should be tied back.

PE kit and bags can be purchased from providers stated on the school website.

P.E kits will be kept in the corridor cupboards and sent home to be washed each half term

PE equipment

All PE equipment can be found in the PE cupboard, which is to the back of the school hall. Larger PE equipment, such as mats and gymnastic apparatus can be found around the edges of the school hall.

It is important that when equipment is used it is put back in a safe manner following our health and safety policy. Prior to using equipment, please ensure it is in good working order, and assembled correctly. If there are any issues with any of the PE equipment, please report to the PE leader.

Online resource

The following online resources can be used to teach and support the teaching of PE at Dallam Primary School.

- Get Set 4 PE
- BBC Teach: Physical Education KS1 / KS2
- Youth Sport Trust (YST) Primary Activities
- Davies Sports Primary PE Hub
- Jenny Mosley's Circle Time (Free Pocket Booklets)
- Youth Sport Trust (YST) Active Playgrounds
- The PE Hub (Playground Blog)
- Playworks Game Library

External sporting events / competitions

The PE lead will organise sporting events that are appropriate for all pupils. These events may be organised via WASSP, TCAT or alongside other schools (intra-school events).

4. Impact

Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well and make good progress. PE is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life. A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically demanding activities. At Dallam, we provide opportunities for children 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. Children will become more confident when competing against peers in other schools. Through pupil voice surveys and questionnaires, PE is always an area of the curriculum that all children say they enjoy. They are confident to discuss what they have learned and can use subject specific vocabulary.

By the time pupils leave the school, they should:

♣ use running, jumping, throwing and catching in isolation and in combination

♣ play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

♣ perform dances using a range of movement patterns

♣ take part in outdoor and adventurous activity challenges both individually and within a team

♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best

♣ swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations

5. Roles and responsibilities

Curriculum Lead

The Curriculum Lead at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Link governor

When subjects form part of whole school priorities a link governor may be identified to:

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

Classroom teacher

Classroom teachers at our school will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

6. Inclusion

As a school with a high number of pupils with SEN (including a designated provision for pupils with ASD), an increasing number of pupils with EAL, non-verbal, and groups of pupils from other cultures and pupils from disadvantaged backgrounds, it is important that staff at Dallam Primary School refer to the National Curriculum inclusion statement for guidance and support when considering what reasonable adjustments are required to make PE inclusive to all pupils.

Staff should always consider:

- The need to set suitable challenges, making sure high expectations are set for all pupils
- How you will respond to pupils' needs
- How you will help pupils overcome barriers to learning, in terms of both individual pupils and groups of pupils (including those with special educational needs (SEN), disabilities, English as an additional language (EAL), particularly high attainment, low prior attainment and/or disadvantaged backgrounds)

Teachers set high expectations for all pupils in PE. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs and disabilities (SEND)
- Pupils with English as an additional language (EAL)

When assessing pupils with the above groups staff will always make appropriate adaptations.

Teachers will plan lessons so pupils with SEN and/or disabilities can study PE, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in PE.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

7. Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking policy
- SEN policy

8. Monitoring and review

This policy will be reviewed by staff and governors every 2 years.