



BIDSTON AVENUE PRIMARY SCHOOL

PE SUBJECT POLICY November 2025

Approved by the Governing Body of Bidston Avenue Primary School

Autumn 2025

Signed: _____

Cllr George Davies (Chair of Governors)

Bidston Avenue Primary School – Achieving Together



Our Vision:

Every child will leave school as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.



Our Mission:

Bidston Avenue Primary School delivers a **world class curriculum**.

It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution.



Evidence Tells Us:

Reading ability is the best predictor of future educational achievement and future success.

Tomorrow's jobs require **thinking** and problem solving abilities.

Children who are **resilient** flourish in all environments.

We value: *friendship / RESPECT / equality / determination / inspiration / courage / excellence*

Intent

Purpose

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.

Aims

- All pupils develop competence to excel in a broad range of physical activities
- All pupils are physically active for sustained periods of time
- All pupils engage in competitive sports and activities
- All pupils lead healthy, active lives

Supporting our Vision

At Bidston Avenue, we believe that PE, School Sport and Physical Activity (PESSPA) have a vital role to play in the physical, social, emotional and intellectual development of our children. It is our intent that our Physical Education curriculum enables staff to deliver high-quality lessons that inspire all pupils to succeed and excel in physical activity, competitive sport and other physically demanding activities. We aim to provide opportunities during and outside of curriculum time for pupils to become physically confident in a way which supports their health and fitness. This includes providing opportunities for children to take part and compete in a wide range of sports and physical activities, both in school and against other schools, which build character and help to embed our school values of FREDICE.

At Bidston Avenue Primary School, our aim is to ensure all children enjoy and are engaged in Physical Education and Sport.

Through Physical Education, we aim to develop the children's knowledge, skills and understanding, so that they can perform with increasing confidence and competence in a range of physical activities. We aim to improve children's health and well-being, promote active participation and lifelong learning. We aim to ensure that children's experience of Physical Education is positive and motivational and that children's positive attitudes to a healthy lifestyle are firmly embedded in our curriculum.

'Intelligence and skills can only function at the peak of their capacity when the body is healthy and strong'

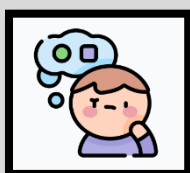
John F. Kennedy

The drivers that shape our curriculum



Reader

At Bidston Avenue reading is encouraged and developed in many ways throughout our PE curriculum. Children are exposed to real life texts, that are often unattainable or missed in the classroom. We study, read and create maps and directional instructions within our OAA units of work and read/develop rules when taking part and competing in games, gymnastics and dance. An important aspect of the PE curriculum is learning new vocabulary and researching different role models, athletes and historical events. At Bidston Avenue we use Premier League Primary Stars, which uses the inspiration of sport to connect pupils' learning to the world around them, to engage our more reluctant readers.



Thinker

At Bidston Avenue we aim to create physical literate children, who have the ability to think critically to solve problems. We will achieve this through our residential and our Outdoor and Adventurous Activities, where children will be provided with team building exercises and be faced unfamiliar problems. This will require them to use cognitive skills to make decisions and follow multi step instructions, while being in an alternative learning environment. They will need to evaluate risk and outcome to achieve targeted goals. Children will develop their ability to think critically when working as part of a team to develop games and they will be encouraged to develop their strategic and tactical awareness during team games and competitive sports and activities. Children will develop the ability to think creatively to develop routines within PE and understand the importance of analysis and improvement.



Resilience

Children will develop their resilience and ability to overcome adversity during their time at Bidston Avenue. We aim to build the children's physiological resources and reinforce the fact that feeling challenged is a good place to be. Within PE, children will be challenged physically to complete difficult tasks and perform when their body is tired. They will develop their mental and social resilience, to overcome disappointment and failure or come back from a time of crisis when competing or performing, using empathy and teamwork to support each other and solve problems. Children will learn how to have a positive approach when faced with a new task and control their emotions. The PE curriculum is designed to offer the opportunities to be challenged, allowing children to face adversity and respond positively. Success is not if you are able to do the skill, but the ability to choose to challenge yourself and keep trying.

Supporting our Values

In all we do, we promote the following values

- **Respect**
- Friendship
- Determination
- Excellence
- Courage
- Inspiration
- Equality

Opportunities for promoting acquisition of Cultural Capital

- Take part in regular competitive intra school events across a range of sports from Year 1 upwards.
- Represent the school in Inter competition (our aim is for all children to represent the school at least once)
- Take part in 'Active Lunchtimes' (physical activities organised by sports Leaders)
- Take part in residential visits to experience adventurous and outdoor activities such as climbing, abseiling, orienteering and problem solving.
- To be trained as Sports Leaders and have the opportunities to deliver activities over lunchtimes and after school clubs.
- Children in Year 5&6 are able to take part in L1 and L2 Bikeability training.
- Play sport in front of spectators (through inter school events, sports day and Primary School Games Week).

- Be introduced to local clubs and training centres through school taster and long term after school club sessions.

Within PE, we will ensure that children are provided with the opportunities to learn and have access to a range of articles from **the UN Convention on the Rights of the Child**:

Article 15- You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others

Article 29- Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people

Article 31- You have the right to play and rest.



Implementation

Bidston Avenue Primary School delivers a world class curriculum. It is accessible, inspiring and ambitious, so that every child is equipped to make a positive contribution. In ensuring high standards of teaching and learning in Physical Education, we implement a curriculum that is progressive throughout the whole school. Planning for PE is a process in which selected staff are involved to ensure that the school provides full coverage of, 'The National Curriculum programmes of study for Physical Education 2014' and, Physical Education in the Early Years Foundation Stage. The PE leadership team plan the learning journey together to ensure full coverage is achieved and the progression of desired skills and knowledge are met across all year groups. Teachers follow the overview created by the team and are guided through lessons using Complete PE lesson plans and resources.

Planning

PE is a foundation subject in the National Curriculum. We use the national programme of study as the basis for curriculum planning in PE. As required, we teach dance, games and gymnastics at Key Stage 1. In Key Stage 2, we teach compulsory dance, games and gymnastics, plus two other activities: swimming and water safety, and athletics. The pupils in Key Stage Two have two opportunities to attend residential at Outdoor Education Centres. The 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. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group. We have medium-term plans that give the 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. The subject leader keeps and reviews these plans. Class teachers utilise and annotate plans for each PE lesson. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis. We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Teaching and Learning

At Bidston Avenue, each child receives 2 hours of curriculum PE time on a weekly basis, which is carefully planned and mapped out to ensure a broad and full range of skills and activities are covered. These sessions are either delivered by class teachers or specialist PE teachers during PE lessons.

Pupils in KS1 are given ample opportunities to develop their fundamental movement skills and extend their agility, balance and coordination. They engage in competitive and cooperative physical activities through games, dance and gymnastics. Interventions are put in place for children in KS1 and Years 3-4 who are identified as needing additional support with fine and gross motor skills.

In KS2, pupils continue to apply and develop a broader range of skills such as running, jumping, throwing and catching. These skills are incorporated into competitive games, performances using movement patterns and evaluations of their own and others' work. Pupils communicate and collaborate with each other and develop an understanding of how to improve in physical activities. There are many opportunities across each academic year for children to take part in inter and intra school competitions, as well as festivals, where children's sporting successes are celebrated.

Currently children in Years 4 and 5 attend swimming lessons at the local swimming pool where they are taught how to swim competently, confidently and proficiently over a distance of 25m, using a range of strokes. Children who are not on track to achieve the National Curriculum requirement by the end of Year 6 are identified and attend extra lessons to improve their skills and confidence.

In addition to curriculum PE time, we also strive to provide excellent opportunities for children to take part in extracurricular physical activity through a wide range of sporting and active clubs such as: basketball, multi-sports, dance, karate and football, netball, gymnastics and inclusive sports. We also train children in Year 5 as young leaders to improve pupil confidence, to aid their development and make high quality PESSPA sustainable. We encourage active playtimes through the use of the playground leaders. We aim to ensure that we are giving children at Bidston Avenue the best possible chance of achieving the recommended 60 minutes of physical activity each day.

Subject specific SEND Scaffolding

- SEND progression of skills in Complete PE
- Adapted use of equipment, task and space
- TOPS Sportability resource
- Interventions to support gross and fine motor skills

Links to other subjects/curriculum areas:

- **Music**- moving in response to music in dance
- **Geography, History & RE**- the role of dance in other cultures, time periods and religions. The role of sport in world events ie. The Olympics/ Paralympics/ Rugby and Football World Cup
- **Science**-the effect of physical activity on the body and the function of the heart and lungs in particular
- **PSHE**- Understanding the principles of self-care and the importance of fitness for general health. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. Throughout the subject children are encouraged to interact with all and abide by game rules. PE offers the children opportunities to develop acceptable behaviour in a variety of situations, contributing to their personal and social skills. They also gain experience in working as part of a team or being a team leader. Developing confidence and self-esteem in our Superbeans programmes.
- **Art**- using dance, silhouettes, body angles and human form as the basis for artwork
- **English**-writing match reports and recounts of sporting events, instructions for newly created games and biographies of sporting heroes
- **Maths**- make and describe shapes and patterns, understand vocabulary related to position, direction and movement and discuss properties, such as lines of symmetry and angles. Children will measure and record results of races, jumps and throws in athletics.

Parent Partnership

Parents are invited to watch and support their children at competitions we attend. All parents are invited to watch our Sports Day at the Oval.

Roles and Responsibilities

The PE leader is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice in the ways in which the curriculum can be delivered in an effective and engaging way. They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment.

They are responsible for ensuring that an overview of the subject is available on the school website.

The PE leader also has a sound knowledge of the resources, which are available within school, and ensures that resources are replenished and updated as necessary.

The PE leader is responsible for the planning and implementation of any subject specific events, which are ran in the school.

Individual teachers are responsible for the day to day planning, delivery and assessment of the PE curriculum. The Senior Leadership team is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

Impact

Every child will leave as a **reader** who **thinks** critically and has the **resilience** for the world's challenges.

The impact and measure of this is to ensure children not only acquire the appropriate age-related knowledge linked to the PE curriculum, but also skills which equip them to progress from their starting points, and within their everyday lives.

Assessment

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons. At the end of the year teachers make a judgement against the National Curriculum levels of attainment. Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers. The teacher passes this information on to the next teacher at the end of each year.

The PE subject leader keeps photographic and video evidence of children's work (in a portfolio). This demonstrates what the expected level of achievement is in each area of PE activity in each year of the school.

Monitoring

The PE subject lead is responsible for monitoring the standards of children's work and the quality of teaching. The lead supports colleagues in the teaching of PE by addressing CPD needs and by giving them information about current developments in the subject, and by providing a strategic lead and direction for the subject in the school.

The subject lead is also responsible for reviewing developments for PE identified on the School Improvement Plan, evaluating strengths and weaknesses in the subject, and indicating areas for further improvement.

Monitoring and Review

The PE subject lead is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the Senior Leadership Team and consideration of the evidence gathered in the subject file. The subject lead will report on this to the governor's curriculum committee. The work of the subject leader is also subject to review by the head teacher as part of our performance management arrangements.

Governor Approval and Review Dates

The policy is to be reviewed when changes are made.