

Meadowhead Junior School

P.E. Policy



Updated: September 2025

Next Review Date: July 2026

Approved By: _____

Full Governor Ratification Meeting Date _____

Chair of Governors to Approve: _____

Subject Leader: Mr Afzal Alli

Governor Subject Leader:

Meadowhead Junior School

Our Mission Statement High Aspirations, Bright Futures

Intent

1. Statement of Intent

At Meadowhead Juniors, we aim to foster a lifelong passion for physical activity, empowering every child to become confident, competent, and enthusiastic movers. In partnership with **Junior Jam**, we provide a well-rounded, engaging Physical Education (PE) curriculum that emphasises skill development, self-confidence, teamwork, and respect. Our intent is to encourage children to embrace a healthy, active lifestyle while gaining valuable life skills, such as perseverance, cooperation, and sportsmanship. By focusing on these values within a supportive environment, we aim to enable each student to reach their full potential and enjoy a positive association with physical activity.

Our PE curriculum, delivered in collaboration with **Junior Jam**, ensures students have access to a diverse range of physical activities. Junior Jam instructors bring specialist knowledge, creative lesson structures, and enthusiasm that enhances each PE session. The curriculum includes:

- **Skill Development:** Students engage in sports and activities tailored to improve coordination, balance, agility, and overall physical literacy.
- **Strategic Thinking and Teamwork:** Lessons are structured to incorporate tactical challenges that encourage students to think critically, communicate effectively, and collaborate in teams.
- **Extracurricular Opportunities:** We offer extracurricular sports clubs and activities, allowing students to extend their skills and deepen their enjoyment of physical exercise.
- **Inclusive Competitions:** Through Blackburn Sport Partnership, we provide opportunities for all students to participate in friendly competitions, encouraging a positive, sporting attitudes in a safe and supportive setting.

This approach ensures that PE is accessible to all students, with sessions adapted to meet individual needs, allowing every child to participate fully and progress at their own pace.

Meadowhead Junior School

2. Legal Framework

Our curriculum will ensure a progression of skills and knowledge throughout each Key Stage focused on the National Curriculum based on the needs of our pupils in our school.

It will follow guidelines set out in: DfE (2013) 'National curriculum in England:

Children will build on their skills from Key stage 1 and are expected to use their fundamental skills in combination. They are to participate in competitive games and apply basic principles of attack and defense. To develop flexibility, strength, technique, control and balance through athletics and gymnastics. Participate in outdoor and adventurous activities and to swim competently over a range of distances.

Implementation

3. Roles and responsibilities

The P.E. Co-ordinate is responsible for:

A primary school PE coordinator designs, implements, and oversees the school's physical education program to promote physical activity, health, and well-being for all students. Key responsibilities include developing an age-appropriate curriculum, ensuring compliance with national standards, assessing student progress, supporting other teachers with instruction and resources, managing PE equipment, coordinating sports events, and communicating with parents and leadership about the program's success and direction. The coordinator also acts as a leader, fostering a shared vision for quality physical education and supporting staff development in this subject area

Teaching Staff are responsible for:

Within PE lessons teachers set suitable challenges to allow all children to achieve including boys and girls, children with SEN, children with physical difficulties, children from all social and cultural backgrounds, children from different ethnic groups and those from diverse linguistic backgrounds. Teachers set suitable challenges to engage and motivate children which meet children's individual and specific needs. All children are able to access the PE curriculum and engage in physical activity throughout the week. Specific needs are met through adaptations of the activity and additional support to ensure that children with SEN are exposed to all areas of the PE curriculum within a broad and balanced curriculum. Physical Education in the school will comply with the three basic principles for inclusion in that it will: Set suitable learning challenges
•Respond to pupils diverse learning needs
•Strive to overcome potential barriers to

Meadowhead Junior School

learning and assessment for individuals and groups of pupils • Teachers should know their children. They should ensure all the activities are suitable for the age and ability for the children concerned. Special consideration should be given to any children who might have a greater difficulty than others in coping with the activities. Any available support should be deployed in the lesson appropriately and effectively.

Support staff are responsible for:

1. Assisting the class teacher as directed
2. Supporting children with specific needs

Governors are responsible for:

1. Ensuring that children are provided with a curriculum which meets their needs and follows the national curriculum

3. Teaching and Learning

Gymnastics: To establish skillful control of body movement (travelling, rotation, balance)

Dance: To develop an awareness of the body as a medium for communication and expression, and to appreciate the aesthetic qualities of movement.

Games Skills: To provide the opportunity for children to acquire a variety of games skills and to provide opportunities and practice for children to create their own games, and be introduced to the games that are part of our cultural heritage (Invasion, Striking and Net-Wall)

Athletics: To encourage children to participate in, and develop their individual skills in running, throwing and jumping.

Swimming: To enable children to learn to enjoy being in the water and to be able to swim confidently and have a basic knowledge of personal survival techniques.

Outdoor and Adventurous Activities: To develop children's orienteering and problem-solving skills with an emphasis on building

Meadowhead Junior School

4. The Curriculum:

Key Stage 2

PE Map	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Gymnastics	Indoor athletics/ invasion games	Gymnastics/net and wall	Dance/outdoor athletics	Gymnastics/Striking Fielding/ And Fielding	Striking and Cross Curricular Orient
	Multi Sports Intermediate	Dodge Ball Intermediate	Basket Ball Intermediate	Football Intermediate	Quick Cricket Intermediate	Athletics Intermediate
Year 4	Indoor Athletics/Cross Curricular Orienteering	Gymnastics	Gymnastics/net and wall	Dance/Striking and Fielding	Gymnastics/Striking and Fielding	Striking and Fielding/Cross Curricular Orienteering
	Multi Sports Intermediate	Dodge Ball Intermediate	Basket Ball Intermediate	Football Intermediate	Quick Cricket Intermediate	Athletics Intermediate
Year 5	Indoor Athletics/Cross Curricular Orienteering	Invasion games/Gymnastics	Gymnastics	Striking and Fielding/Dance	Gymnastics/Striking and Fielding	Striking and Fielding/Cross Curricular Orienteering
	Multi Sports Advanced	Dodge Ball Advanced	Basket Ball Advanced	Football Advanced	Quick Cricket Advanced	Athletics Advanced
Year 6	Indoor Athletics/Cross Curricular Orienteering	Invasion games/Gymnastics	Striking and Fielding/Net and Wall	Gymnastics	Gymnastics/Striking and Fielding	Dance/Cross Curricular Orienteering.
	Multi Sports Advanced	Dodge Ball Advanced	Basket Ball Advanced	Football Advanced	Quick Cricket Advanced	Athletics Advanced

5. Planning:

P.E. Passport is used throughout school as a means to ensure skill coverage and consistency. This is used to form class and school overviews as well as short- and medium-term planning for teachers to use as a basis and add to and adapt to suit the needs of the children in their class. Junior Jam deliver weekly sessions for Children and focus on outdoor games to develop team work, communication, and physical literacy.

6. Assessment and Recording:

Feedback to pupils about their own progress in Physical Education is achieved through discussion between child and teacher in the context of the lesson. Formative assessment is used to guide the progress of individuals. This involves identifying each pupil's progress in every aspect of the subject, determining what each child has learned and what therefore should be the next stage in their learning. This should be recorded on the lesson plans as evaluations. Formative assessment is carried out informally by teachers. All teachers are expected to record and provide assessment materials for the children in their class at the end of every half termly unit. Summative assessment and whether children are working towards, at or above age-related expectations will be reported to parents twice a year at parent's evenings and in a written report at the end of the academic year. Suitable tasks for assessment include:

- Practical tasks directly observed by the teacher.
- Video recording of each ability group.

Meadowhead Junior School

- Small group discussions related to the practical task.
- Specific assignments for individual pupils.
- Individual discussions in which children are encouraged to appraise their own work and progress.
- Children's self-evaluation

7. Cultural capital and enrichment opportunities.

Our school offers a wide range of after-school activities at various times throughout the year. Absolute football lead sessions on Thursdays and Fridays at lunchtime and run after school clubs termly. These are open to all pupils in the relevant year group. Children also have the opportunity to compete in competitions and events throughout the school year, these events often follow the after-school activities giving pupils the opportunities to put their skills into practice. Children are supported in their performances by staff and encouraged to perform at their best whilst showing good sportsmanship to their fellow competitors and taking on officiating roles where required with support. Staff will notify pupils and if necessary, parents/emergency contact of any cancellation, rearrangement of clubs and matches as soon as possible. Children also take part in a range of intra school events during the school day including a school games day, inclusive events and high-quality cross year groups events. Links with other agencies enrich the P.E. curriculum. These include:

- SLA agreement with School Games Organiser - Andrew Mercer
- Participation in local sports leagues with other primary schools (DPSSA)(BPSSA)
- Progressive sports lead on dance and gymnastics.

8. Equal opportunities

1. All pupils will have equal access to the entire P.E. curriculum.
2. Gender, learning ability, physical ability, ethnicity, linguistic ability and/or cultural circumstances will not impede pupils from accessing all P.E. lessons.
3. Where it is inappropriate for a pupil to participate in a lesson because of reasons related to any of the factors outlined above, the lessons will be adapted to meet the pupil's needs and alternative arrangements involving extra support, will be provided where necessary.
4. All efforts will be made to ensure that cultural and gender differences will be positively reflected in all lessons and teaching materials used.