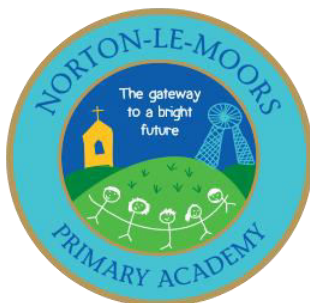


PE Policy



Approved by:	Eileen Harvey	Date: 01.09.2026
Last reviewed on:	01.09.2026	
Next review due by:	01.09.2027	

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P.E Policy-Inspirational Learning Academies Trust-2026/2027

General Statement

Physical Education is concerned with acquisition of the physical skills and knowledge necessary to maintain a fit and healthy lifestyle. These skills encompass the six areas of activity identified in the national curriculum, games, gymnastics, dance, athletics, outdoor and adventurous activities and swimming, as well as health related exercise.

Physical Education is a core subject, and is taught by the P.E specialist and all class teachers at the Inspirational Learning Academies Trust, who ensure that all children are able to access a broad, balanced and exciting curriculum. PE is also taught by an external PE specialist provider, BeeActive.

The subject is also concerned with the development of an awareness of personal hygiene, the development of social skills within both competitive and co-operative situations, and the acquisition of the knowledge necessary to ensure safe practice in all of the above.

Aims

- Gain a wide experience of all six physical activities in the National Curriculum
- Be physically active and find enjoyment in physical activity
- Find a lasting sense of purpose, achievement and fulfilment in physical activity
- Develop physical skills, habits and interests that will promote a healthy lifestyle and good posture
- Develop positive attitudes to physical endeavour including fair play, perseverance and sporting behaviour, and an ability to cope with success and failure
- Learn how to co-operate with each other and work successfully in pairs, groups and teams. Also to show appreciation for their own and others' strengths and weaknesses
- Learn how physical exercise affects the body
- Understand the needs for safe practice in physical activities and how to achieve this
- Have ample opportunity to be creative within the aesthetic aspect of the subject
- Be able to swim proficiently and to understand the basic survival and life saving skills
- Be given sufficient opportunity to begin coping in an outdoor environment and to stimulate an eagerness to find out about it.
- To be given the opportunity and support to develop leadership skills.

Guidelines

- To ensure a variety of skills are taught including; games skills from invasion, net/wall and striking/fielding games, body management skills and gymnastics, dance and athletics, and safety skills in swimming, as well as skills that can be learnt through outdoor education.
- To ensure that all children are competent swimmers and are safe in a variety of water environments by the end of Key Stage 2.
- To develop the social skills required to work well in group situations, both competitive and co-operative, and to develop self-discipline.
- To develop a respect for oneself, and pride in appearance as well as personal hygiene.
- To understand the beneficial effects of frequent and regular exercise on the body, and the detrimental effects of certain habits, such as smoking, and a basic understanding of how the body moves.

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- To provide opportunity for all children to participate in organised physical activity at a level relevant to their ability and beyond where necessary.

Teaching Strategies

The PE curriculum is organised by following our PE curriculum linked to the National Curriculum objectives. P.E is timetabled because of the need to use the hall or outside space to work effectively. Each Year's P.E curriculum is split into three areas: health, fitness and sport. Different aspects of these areas are taught each half term.

Children in Year 6 are offered the opportunity to attend a one day course at Kingswood Outdoor Education Centre. This offers them the opportunity to develop both their physical and team building skills, ensuring that children are able to extend and consolidate the life skills necessary to succeed.

The predominant mode of working in P.E. is co-operative group work although individual work and whole class teaching will be used where appropriate. Within this structure groups are usually of mixed ability and relevant discussion is encouraged.

The P.E specialist, class staff or Bee Active will lead each session and class staff will assist in sports activities during P.E lessons and by assisting with out of hours P.E and school sports activities.

Excellence in P.E. is celebrated in display and performance including displays of dance and gymnastics in class, in assembly and on other public occasions. Participation in sporting competitions, notably athletics, netball, football and rounders also allow excellence to be celebrated. All children take part in an annual sports day event.

Inclusion/ SEN

Pupils with Special Educational Needs and Disabilities are able to develop confidence and express their feelings in P.E as it is a subject which relies upon other skills and abilities which are different to those used in other curriculum areas. Pupils work in mixed ability groups to offer peer to peer support and guidance during activities.

Pupil with specific physical needs and disabilities are able to access specialised resources in order to access the National Curriculum objectives. Greater Depth pupils are able to extend their abilities through use of more advanced techniques. Both Special Educational Needs and Disabilities and Greater Depth children are planned for in order to support and extend their learning.

Curriculum

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We use as a whole school approach to teaching P.E. The P.E lead has ensure that all teaching staff are able to access the planning and assessment related to the scheme - this can be found in Teachers' Intertwining Skills Folder.

The curriculum splits the P.E curriculum into three specific areas: sport, fitness and health. During the sports sessions children will learn the strategies and tactics within a range of invasion games and the sequences and dynamics of dance and gymnastics. During the teaching of the fitness area, children will learn ways to keep the human body fit and health. This will be done through a range of boot camp and circuit style activities. Finally, through the health area children will learn about how the human body works and how exercise can maintain and benefit the body.

Swimming is taught in Year 5 and Year 6 in a 5 week block for Years 5 & 6. During these sessions children learn to:

- Pace themselves in floating and swimming challenges related to speed, distance and personal survival
- Swim unaided for a sustained period of time over a distance of at least 25m
- Use recognised arm and leg actions, lying on their front and back
- Use a range of recognised strokes and personal survival skills



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PE Curriculum Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 2	Summer 1
Nursery Physical development	The Early Years Foundation Stage Curriculum					
Reception Physical development						
Year 1	Multi-skills Boot Camp Body parts and their functions	Story Time Dance Mighty Movers (Running) Healthy Minds, emotions and goals	Groovy Gymnastics Skip to the beat Hygiene, medicine and exercise	Brilliant ball Skills GymFit Circuit Body protectors and body changes	Active athletics Fitness Frenzy Diet and vitamins	Throwing and Catching Cool core (strength) Relationships with others
Year 2	Multi-skills Boot Camp Body parts and their functions	Ugly Bug ball dance Mighty Movers (Running) Healthy Minds, emotions and goals	Groovy Gymnastics Skip to the beat Hygiene, medicine and exercise	Brilliant ball Skills GymFit Circuit Body protectors and body changes	Active athletics Fitness Frenzy Diet and vitamins	Throwing and Catching Cool core (strength) Relationships with others
Year 3	Multi-skills Boot Camp Body parts and their functions	African dance Mighty Movers (Running) Healthy Minds, emotions and goals	Groovy Gymnastics Skip to the beat Hygiene, medicine and exercise	Brilliant ball Skills GymFit Circuits Body protectors and body changes	Active athletics Fitness Frenzy Diet and vitamins	Throwing and Catching Cool core (strength) Relationships with others
Year 4	Invaders Boot Camp Healthy body - Inside and Out	Dynamic Dance Mighty Movers (Boxercise) Healthy mind - Going for goals	Gym Sequences Step to the Beat! Healthy lifestyles: you are what you eat!	Striking and Fielding Gym Fit circuits Healthy Body: Blood and Guts	Young Olympians Fitness Frenzy Germ Busters!	Nimble Nets Cool core (Pilates) Healthy mind: Healthy Body
Year 5	Invaders Boot Camp Healthy body - Inside and out	Dynamic Dance Mighty Movers (Boxercise) Healthy mind - Going for goals	Gym Sequences Step to the Beat! Healthy lifestyles: you are what you eat!	Striking and Fielding Gym Fit circuits Healthy Body: Blood and Guts	Young Olympians Fitness Frenzy Germ Busters!	Nimble Nets Cool core (Pilates) Healthy mind: Healthy Body
Year 6	Invaders Boot Camp Healthy body - Inside and out	Dynamic Dance Mighty Movers (Boxercise) Healthy mind - Going for goals	Gym Sequences Step to the Beat! Healthy lifestyles: you are what you eat!	Striking and Fielding Gym Fit circuits Healthy Body: Blood and Guts	Young Olympians Fitness Frenzy Germ Busters!	Nimble Nets Cool core (Pilates) Healthy mind: Healthy Body

Sport Fitness Health

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Assessment

Direct observation is the most obvious way of collecting evidence in Physical Education. This may include discussion, response to questions and children's assessment of their own and others' performances. Photographs and video clips can also be valuable pieces of evidence of children's achievements.

Assessment of children's attainment is a continuous process and criteria are needed which can be

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used in assessing children's work e.g.

- accuracy
- efficiency
- adaptability
- ability to do more than one thing at a time
- teamwork
- agility
- stamina to sustain participation
- imaginative performance

Resources

Central resources in P.E. are the responsibility of the Subject Leader who has a budget available. These resources include;

- gymnastic apparatus and equipment
- sports, games and athletics equipment
- indoor and outdoor areas

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- teacher materials with supporting information
- P.E. resources are located in the shed/P.E cup for both indoor and outdoor activities.

Additional Information

Please note that children are only allowed to wear a stud earring in P.E with the permission of a parent. The parent must understand the risk and potential danger that wearing an earring can cause for a child and accept full responsibility for any injury caused due to wearing earrings in P.E. The earring can only be a stud, any other must be either removed. Staff are not to remove a child's earring in any circumstance.

When teaching P.E, staff should change into appropriate clothes for the activity.