



FAIRLANDS PRIMARY SCHOOL

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POLICY STATEMENT

PHYSICAL EDUCATION

APPROVED BY GOVERNORS	September 2026
TO BE REVIEWED BY	September 2029

FAIRLANDS PRIMARY SCHOOL
PHYSICAL EDUCATION POLICY

AIMS

At Fairlands, we recognise that high-quality physical education (PE) is essential for developing pupils' physical competence, confidence, and understanding of healthy, active lifestyles. Our PE curriculum is based on the Get Set 4 PE scheme, and ensures that all children experience safe, efficient, and intelligent movement, and build the knowledge they need to make informed choices about physical activity throughout their lives.

We teach PE as a progressive and inclusive subject, with a clear focus on:

- Motor competence: developing fundamental movement skills through activities such as dance, gymnastics, games, athletics, and swimming.
- Rules, strategies, and tactics: helping pupils understand how to participate effectively and fairly in a range of physical activities.
- Healthy participation: teaching pupils how physical activity contributes to physical and mental wellbeing, and how to sustain active habits.

Our curriculum is sequenced to build layers of knowledge over time, ensuring pupils revisit and refine skills in different contexts. We provide explicit instruction, purposeful practice, and timely feedback, helping children improve their performance and deepen their understanding.

PE at Fairlands also promotes:

- Positive attitudes and resilience, encouraging pupils to persevere, collaborate, and reflect on their progress.
- Inclusion and equity, ensuring all pupils—regardless of background or ability—have access to high-quality PE and opportunities to succeed.
- Cultural appreciation, recognising the diverse contributions to physical activity and sport across societies.

We complement our curriculum with extracurricular opportunities, including clubs, competitions, and enrichment activities that extend learning and foster enjoyment.

Our aim is for every child to leave Fairlands with the knowledge, skills, and motivation to lead a healthy, active life and to engage confidently in physical activity both in and beyond school.

ORACY

Fairlands Primary School is committed to developing pupils' confidence and competence in spoken language by providing rich opportunities for purposeful talk across the curriculum. We teach children to speak clearly, listen actively, express ideas thoughtfully, and engage respectfully with others, recognising oracy as a vital foundation for learning, wellbeing, and future success. Through a language-rich environment, consistent modelling by staff, inclusive support for all learners, and structured opportunities for discussion, debate, and presentation, we ensure every child becomes an articulate communicator who can use talk to think, learn, and participate fully in school life.

LEARNING & TEACHING

The children undertake physical education activities as part of their topic work. Sometimes a whole day or two days are devoted to activities with a PE focus.

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete, and they can use a wide range of resources.

In all classes, there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g., timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment;
- sports Coaches and young leaders come into the school to teach a range of skills through lessons and after school clubs;
- encouraging the children to set and review individual challenges;
- the school makes appropriate adjustments to provision for children with special educational needs or who need help to access the lesson.

FOUNDATION STAGE

We encourage and expect as much physical development in the Foundation Stage. We relate the children's physical development to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes moving confidently and imaginatively with control and coordination, recognising the changes that happen to their bodies when they are active and using a range of small and large equipment.

EXTRA CURRICULAR ACTIVITIES

There are opportunities for children to participate in a range of PE-related activities out of school hours. These encourage children to further develop their skills in a range of the activity areas. The school also plays regular fixtures against other local schools and regularly competes in local festivals and competitions. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

ASSESSMENT AND RECORDING

We assess children's work in physical education by making observational assessments during lessons.

The progression of skills is an aid to summative assessment, indicating the type and range of performance which pupils working at a particular age should demonstrate.

Teachers in year group teams also record the percentages of children achieving below, at and above age-related expectations and detail names of more able pupils, and barriers to learning for children achieving

below age related expectations. This information is monitored by the subject leader and is used to target support, resources, and interventions.

The PE subject leader keeps photographic evidence of children's work and participation in sporting events which are kept in a portfolio and in individual pupil folders on PE passport app. These demonstrate what the expected level of achievement is in physical education for each age group in the school.

INCLUSION

All members of our school community are valued and are offered wide ranging opportunities to enable high standards of achievement.

TEACHING PHYSICAL DEVELOPMENT TO CHILDREN WITH SEN

We teach PE to all children whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children and encourage them to lead healthy, active lives. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE may consider the targets set for individual children in their Individual Education Plans (IEPs). We believe that every child should be given the opportunity to experience success in P.E. and to achieve as high a standard as possible.

RESOURCES

There is a wide range of resources to support the teaching of PE across the school. We keep all our small equipment in the PE cupboard, and this is accessible to children only under adult supervision.

The halls contain a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their lesson. By so doing, the children learn to handle equipment safely.

The children use the school fields for games and athletics activities and the local swimming pool for swimming lessons.

HEALTH AND SAFETY

The general teaching requirement for health and safety applies in this subject.

We encourage the children to always consider their own safety and the safety of others. No jewellery is to be worn during PE, and hair tied back.

We expect them to change for PE into the agreed clothing for each activity area (details of this are given in the staff handbook).

When competitions and fixtures are entered, a risk assessment is undertaken.

MONITORING

The monitoring of the standards of children's work and of the quality of teaching in this subject is the responsibility of the subject leader.

The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The subject leader is given management time to review evidence of the children's work and undertake lesson observations of teaching across the school.

REVIEW

The governing body will review this policy in line with its annual cycle of review.