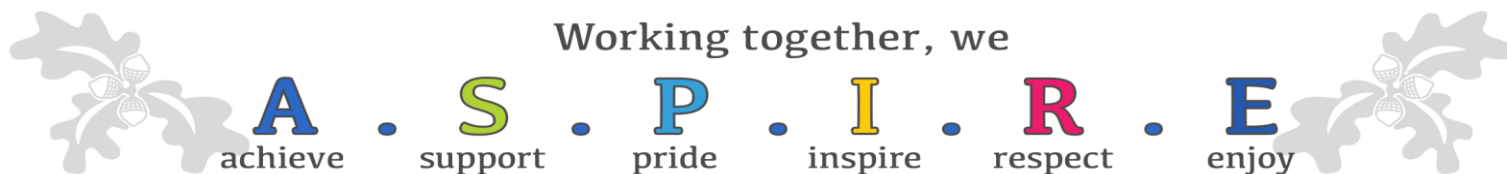




Physical Activity (PA), Physical Education (P.E.) and School Sports (SS) Policy

Ratification by Headteacher	
Policy Updated:	July 2025
Date of next Review	July 2026
Signature (Headteacher):	HBROWN





Warrender Primary School

“Every child will be happy and feel safe, enabling them to make outstanding progress socially, emotionally and academically – preparing them to excel at secondary school and thrive in the world beyond.”

Our Values: Achieve, Support, Pride, Inspire, Respect, Enjoy

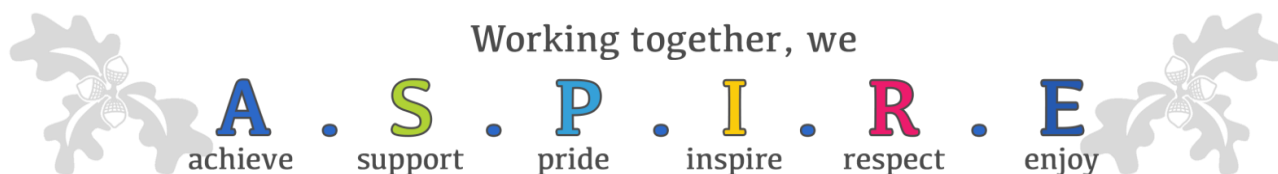
PA, PE, SS Mission Statement

To develop proud yet respectful, physically literate children who are inspired to engage in sport for their own enjoyment and wellbeing; recognising the role it can play in supporting them to achieve their academic potential.

PE Aims & Objectives

At Warrender we recognise the vital role that PE, PA and SS plays in our children's education. To this end, we focus on providing all our children with regular opportunities to enhance both their physical and emotional development. Some of the ways that we achieve this include:

- High quality PE lessons, for 2 hours per week, that are engaging, inspiring, and enjoyable.
- Impending development of an interactive playground equipment
- High quality CPD delivered by an in-house PE specialist throughout the year
- Ensure that all children understand the importance that PA and life-style choices can have upon health and well-being, including the need for personal hygiene
- Participation in a wide range of inter-school competitions, including inclusive sports
- Organisation of regular intra-school competitions
- Forging of effective links with outside agencies for activities such as Yoga, Dance, Gymnastics, Basketball and cricket
- Swimming lessons for all children in year 5, delivered by qualified instructors, with follow up lessons when required.
- A focus on developing positive attitudes within our children, including:
 - Following the principles of fair play and honest competition
 - Responding to both success and limitations in their performance gracefully
 - Showing resilience, perseverance with and consolidation of their performances
 - Being mindful of others in their environment

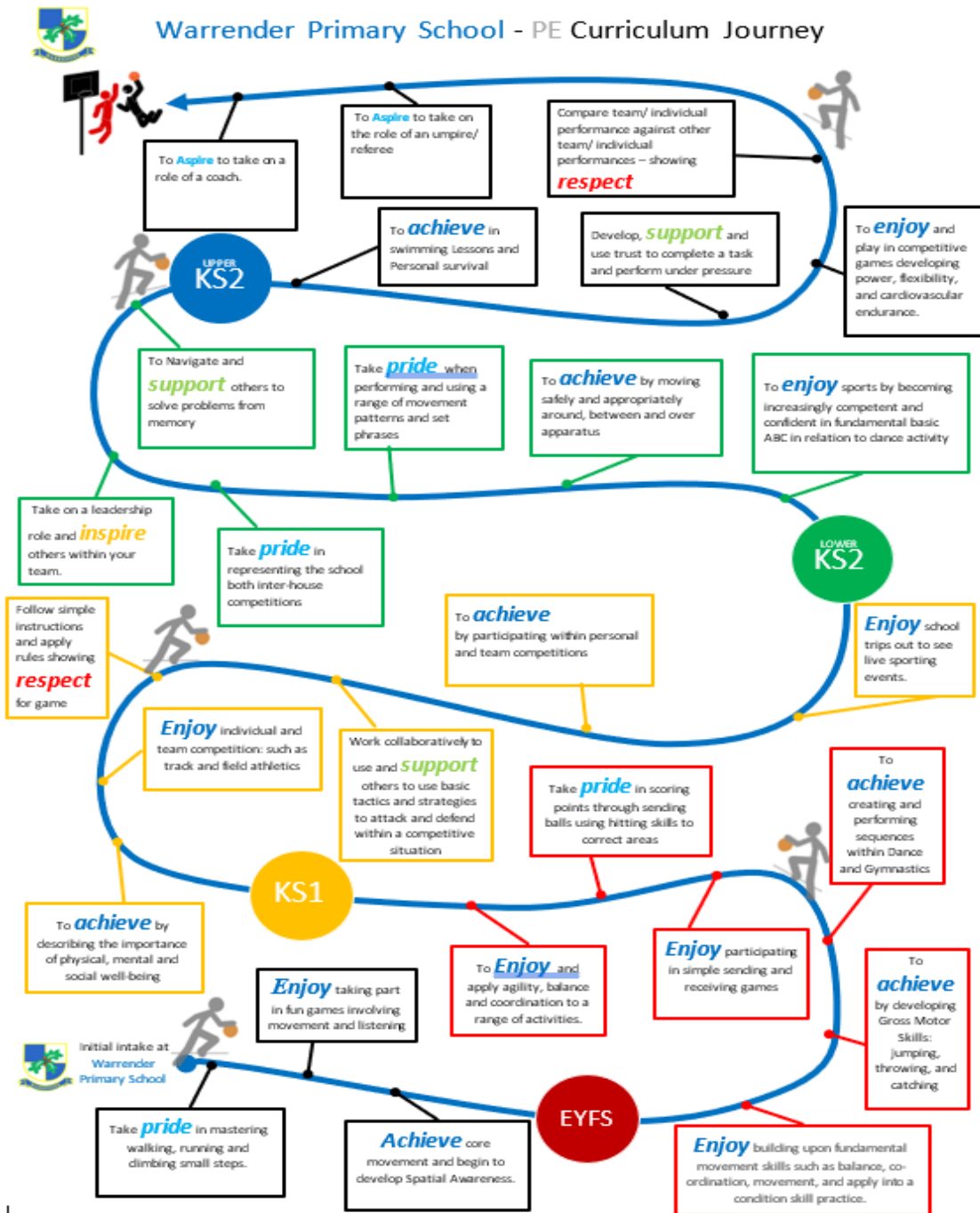




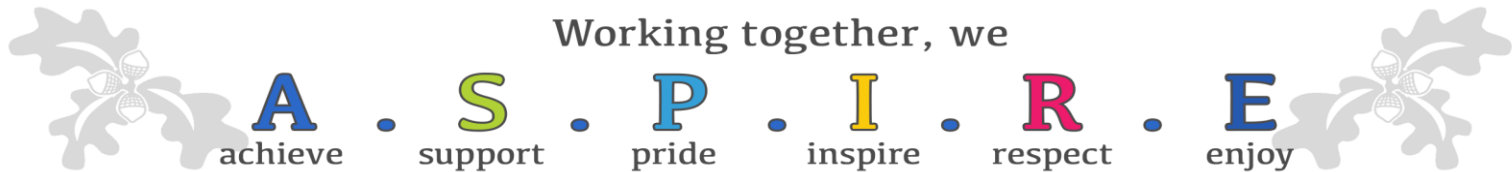
Warrender Primary School



The curriculum journey indicates how PA, PE & SS are integrated within the school ethos of ASPIRE as each child progresses from Nursery to Year 6.



Working together, we





Warrender Primary School

Physical Education National Curriculum (PENC)

The PE NC states that:

At EYFS: This involves providing opportunities for children to be active and interactive, and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

At KS1: Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

At KS2: Pupils should continue to implement 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 should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success

The PENC states that all schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be 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*

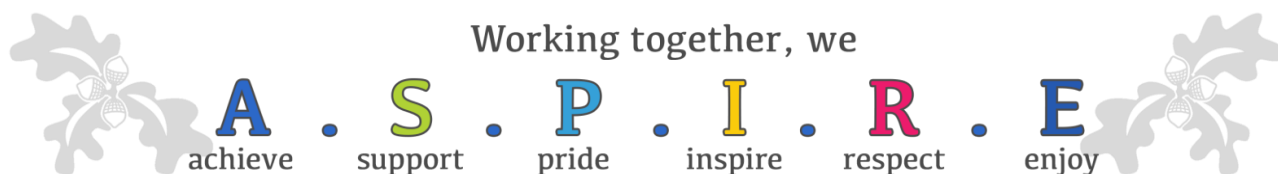
The PE curriculum at Warrender provides a wide range of activities, which ensures that all areas of physical activity set out in the Foundation Stage Curriculum and National Curriculum 2014, are achieved (games, gymnastics, dance, athletics, swimming and outdoor activities). This has been strategically planned across all key stages, ensuring that as children progress throughout the school, they will be exposed to more demanding sports and activities through a broad, balanced and progressive curriculum.

All children have a minimum of 2 hours of Physical Education (PE) per week. In addition, children also participate in Yoga sessions, Take 10 and additional PA sessions within the classroom. When combining all areas of PA including PE lessons, we ensure that all children are exposed to above and beyond the recommended guidelines of at least 60 minutes of physical activity a day, 30 minutes of which should take place in school.

Warrender have invested in The PE HUB for the teaching of skills within PE. This supplements our high quality CPD by providing all staff with relevant resources which directly reflect the school PE curriculum. For a detailed overview of the knowledge and skills ladders delivered through our PE curriculum, please see appendices 1 – 6.

PE Assessments

PE assessments have been designed to ensure that the half-termly assessments focus on different areas of the national curriculum so that we are able to build up a well-rounded picture of the children's performance. Assessments are carried out every half term. Across each key stage, all children will be assessed in a range of physical and sporting activities. At the end of each academic year, all children are provided with a PE report, showing a comprehensive assessment of their performance throughout the year.





PE Kit

PE Kit for children:

All children are required to wear the items outlined in the school uniform policy. These consists of:

- House colour T-shirt (Mars – Red, Venus – Yellow, Neptune – Blue)
- Navy/ Black tracksuit bottoms/ shorts
- Warrender Logo PE jumper or black/ navy sweatshirt
- Trainers
- Swimming
 - Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards
 - Goggles should be discouraged unless on medical advice and children must wear swimming hats
 - If the child is well enough to be in school, they are encouraged, unless on health grounds, to take part.

PE kit can be purchased though Kevin's (Pinner) or Tesco (online).

PE Kit for staff:

PE tops and jumpers have been provided for staff to wear, and they are required to wear this kit when delivering PE lessons and extra-curricular activities.

School Sports Premium Budget

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer.

We use the premium to:

- Enhance or broaden the PE and sport activities that we already offer
- Build capacity and capability within the school, to ensure that improvements made now will benefit pupils joining the school in future years.

We are required to provide an annual report regarding our performance against the 5 key indicators below:

1. The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

As part of the funding criteria we are required to publish details annually (on our website) of how we plan to spend the money and a review of the impact of previous strategies on pupil outcomes.





Warrender Primary School

Extra-Curricular Provision

Our after-school provision provides opportunities for children to participate in a range of clubs which change depending on either the time of the year, or the interest from the children. After school provision is available for all children from Reception – Year 6 children. Extra-curricular sessions are delivered by a combination of qualified coaches and school staff. We regularly analyse our registers of attendance to ensure equality of access for all children.

When travelling to sporting fixtures or meets, appropriate risk assessments are completed.

When travelling to games/ events including the minibus, the lead person/ driver will ensure that the vehicle is safe to use, i.e. Minibus checklist. They will also be responsible for ensuring that:

- All children wear seat belts
- All supervising adults to be aware of risk implications
- All supervising adults attending hold a current DBS
- All transporting adults to be fully insured
- Parent permission for taking children out of school obtained
- Parent permission for children to be transported by other parents
- If children are transported to after school competitions by parents, this is organised informally by the parents involved and is not the responsibility of the school.

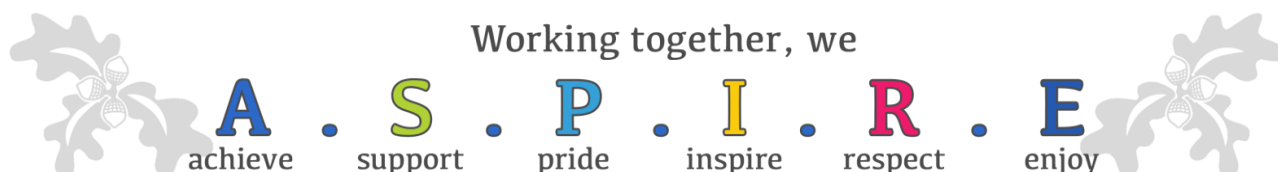
External Providers

To increase opportunities for participation and to inspire children to be active, we regularly source outside providers to deliver activities which would not normally be covered in curriculum time, for example Street dance, martial arts etc. All visitors/coaches are expected to have an up to date DBS and provide this with photographic I.D (passport/driving license) on arrival for their session. External sessions are monitored and must adhere to all Warrender values listed above.

Role of the PE Coordinator

The role of the PE Coordinator is to:

- Manage and oversee the School sports premium budget
- Monitor and evaluate the quality of the PE curriculum throughout the school
- To ensure staff work within the guidelines laid down in the PE policy
- To keep up to date with current good practice and with national changes within the PE curriculum
- To evaluate and update schemes of work and resources as appropriate
- To assist the Head teacher and Governors in the development of the School Improvement Plan
- To support members of staff in the use of effective planning, assessment and recording systems
- To oversee an annual inspection of all PE equipment
- To maintain a high standard of PE teaching and ensure that PE keeps a high profile within the school.





School Games

We have currently achieved the Gold Games Award and are looking forward to apply for the Platinum award next year.

AfPE Quality Mark

We have currently achieved the AfPE Quality Mark with Distinction in 2024.

Health & Safety

Everyone has a duty under the health & safety guidelines to ensure that any physical activities are carried out with due regard to the safety of staff and children in line with school, Local Authority's advisor, or the staff members responsible for Health & Safety. Risk assessments are reviewed and updated annually.

Before every PE lesson staff should ensure:

- That they carry out a visual risk assessment of the equipment and workspace
- Personal effects, such as jewellery, (including body piercings), religious items, watches, hair clips should be removed. Long hair should be tied back with a hair band
- Children should be given health and safety guidance through the lesson
- Staff should be mindful to model good practice wherever possible
- We strongly advise the provision of mouth guards for hockey when the pupils are using a hard ball and shin pads for competitive matches. Parents will be informed of the need to supply this equipment if their child is representing the school in extra-curricular time.
- No hoodies are allowed to be worn for P.E. due to health and safety against strangulation

Policy Review

We will review this policy and evaluate its implementation and effectiveness every year.





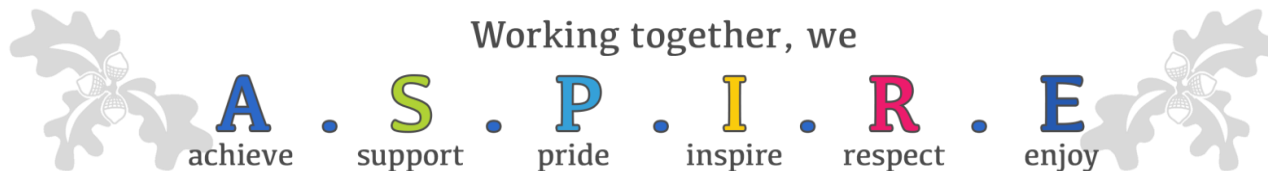
Appendix 1

Games Key skills and Knowledge Ladder

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Unit 1				Games covered: Basketball, Gaelic, Handball, Football, Netball, Hockey, Dodgeball,			
<p>Can stand and balance for short periods on one foot.</p> <p>Can climb stairs move over large and small steps.</p>	<p>Developing speed and agility in travel and movement</p>	<p>Develop fundamental movement skills in a variety of games</p> <p>Engage in competitive situations with some attacking and defending skills</p>	<p>Develop eye to foot coordination.</p> <p>Participate in increasingly challenging games situations</p>	<p>Play in competitive, modified games</p> <p>Develop control in combining handball skills</p> <p>Work collaboratively to use basic tactics and strategies to attack</p>	<p>Play in competitive games developing stamina and endurance</p> <p>Practise and use running, sprinting and dynamic balance in games</p> <p>Work collaboratively to use basic tactics for defending and attacking</p>	<p>Play in competitive games developing strength and technique</p> <p>Able to recognise where improvements could be made in their work</p> <p>Select and combine more complex skills in game situations</p>	<p>Play in competitive games developing fluency in skills and techniques</p> <p>Work in collaboration to play in different formations</p> <p>Compare team performance against other team performances</p>
Unit 2							
<p>Developing travel and movement</p> <p>Can use hands and feet to negotiate obstacles</p>	<p>Developing speed and agility in travel and movement.</p>	<p>Become increasingly competent and confident with fundamental movement skills</p> <p>Develop simple tactics in game situation</p>	<p>Apply agility, balance and coordination to a range of ball skills</p> <p>Participate in increasingly challenging games situations</p> <p>Participate in team games developing simple tactics for attacking and defending</p>	<p>Play in competitive games using basic attacking principles.</p> <p>Master basic movements including sprinting, change of direction and coordination of the feet.</p>			

Key:

Fundamental skills, Fitness Components, Strategies and tactics, Competition and personal challenge, Evaluating and improving performance, Performance





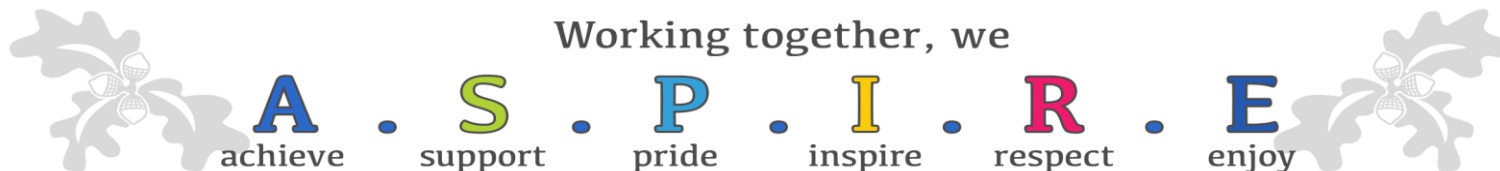
Appendix 2

Gymnastics Key skills and Knowledge Ladder

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Basic movements including walking, running, rolling, crawling, jumping, and taking weight on hands</p> <p>Able to follow simple instructions</p>	<p>Mastering basic movements such as jumps, balance and rolls</p> <p>Able to replicate basic demonstrations and copy and repeat simple movements and shapes</p> <p>To perform simple movement patterns and sequences</p>	<p>Mastering basic movements and developing agility, balance and coordination (ABC)</p> <p>To extend performance in movement patterns and sequences</p>	<p>Become increasingly competent and confident in fundamental agility, balance, and co-ordination (ABC) in relation to gymnastic activity</p> <p>Develop and perform simple sequences</p>	<p>Devise simple sequences using compositional ideas</p> <p>Master basic movements including leaping, jumping, balancing and stretching</p> <p>Work collaboratively to adapt, change and improve individual sequence</p> <p>Perform with control and confidence a range of basic actions</p> <p>Develop a broader range of new actions</p> <p>Work individually to improve a sequence</p>	<p>Develop strength and Stamina through sustained periods of vigorous activity</p> <p>Practice and implement runs, leaps, jumps and locomotion in more complex sequences</p> <p>Work collaboratively to perform with a partner</p> <p>Perform with control and confidence a range of basic actions</p> <p>Develop a broader range of new actions</p> <p>Work individually to improve a sequence</p>	<p>Work collaboratively with a partner to perform</p> <p>Compare performance with previous performance</p> <p>Develop flexibility, balance, strength and control</p> <p>Apply a range of complex actions to make a sequence</p> <p>Make improvements in own performance from feedback</p> <p>Demonstrate an understanding of how to improve strength and flexibility in starter activity</p>	<p>Work collaboratively with a partner and in small groups to perform</p> <p>Compare performance with previous performances and demonstrate improvement to achieve personal best</p> <p>Develop flexibility, balance, strength, and control</p> <p>Enjoy communicating and collaborating during group work</p> <p>Perform for sustained periods of time demonstrating strength and stamina</p> <p>Recognise their own success by reflecting upon and evaluating the performance</p>

Key:

Fundamental skills, Fitness Components, Strategies and tactics, Competition and personal challenge, Evaluating and improving performance, Performance



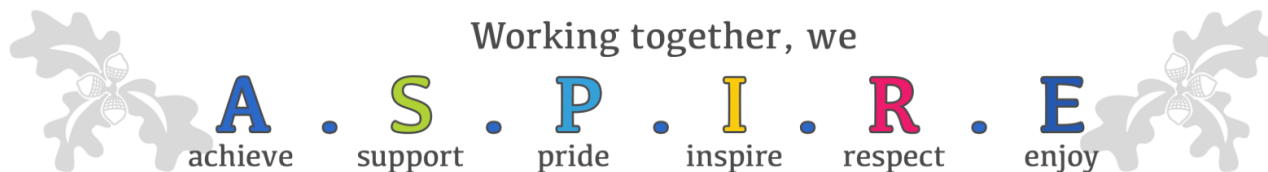


Dance Key skills and Knowledge Ladder

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To replicate basic dance movements	To accurately replicate basic dance movements and enjoy participating in a broad range of activities	Extend coordination, flexibility and balance. Perform short, simple movement patterns. Watch others and say what they liked about a performance. Become increasingly confident in simple body actions and shapes Choose and develop simple actions independently and apply to a movement pattern	Become increasingly competent and confident in fundamental basic ABC in relation to dance activity. Develop and perform simple movement patterns. Develop competence To perform a simple movement pattern (motif) in a given formation	Develop and perform simple routines Perform to an audience Work collaboratively in groups	Perform routines to audiences Perform using a range of movement patterns and set phrases Work collaboratively in groups	Perform routines to audiences Perform in a variety of dance styles Work collaboratively in groups Perform using a range of movement patterns and set phrases	Work collaboratively with a partner and in small groups to perform more complex dances Compare performance with previous performances and demonstrate improvement to achieve personal best Develop flexibility, balance, strength and control in a range of dances Work hard to challenge self to improve the quality of performance Work in collaboration to apply group devices Compare own performance with others

Key:

Fundamental skills, Fitness Components, Strategies and tactics, Competition and personal challenge, Evaluating and improving performance, Performance





Appendix 4

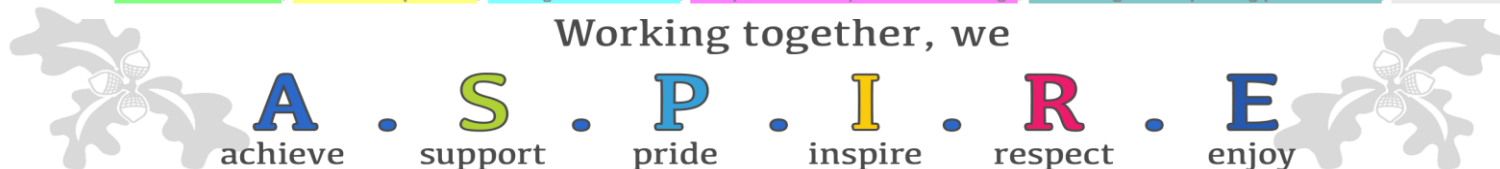
Athletics Key skills and Knowledge Ladder

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Athletics Events: 20-100m, sprint start, indoor: Javelin, shot put, discuss, Standing long jump/ triple jump.				Athletics Events: Track: 100m, 200m, 400m, Sprint start, Relay, Javelin, <u>Shot</u> putt, Long Jump, Triple jump, Discuss,			
Developing speed and travel	Manipulating a variety of objects such as hoops, bean bags. Developing speed and agility in travel and movement	Master basic running, jumping and throwing skills. Engage in competitive activities against self and others.	Develop agility in running Participate in competitions for running, jumping and throwing Build competence in a range of athletic type activities including running, jumping and throwing Compete as an individual and participate in team games	Link running and jumping movements Can move safely and appropriately around, between and over apparatus Have worked with a variety of equipment including balls, hoops, bean bags, quoits	Compete against self and others developing simple technique Master basic movements including running, throwing and jumping Work collaboratively and individually to help improve self and others	Master basic movements including running, throwing and jumping and identify ways to improve Compete against self and others selecting and applying simple techniques effectively Work collaboratively and individually to help improve self and others	Can sustain pace over short and longer distances Able to run as part of a relay team working at their maximum speed Can perform a range of jumps and throws demonstrating increasing power and accuracy Can identify key strengths of a performer when running, jumping and throwing

Key:

Fundamental skills, Fitness Components, Strategies and tactics, Competition and personal challenge, Evaluating and improving performance, Performance

Working together, we





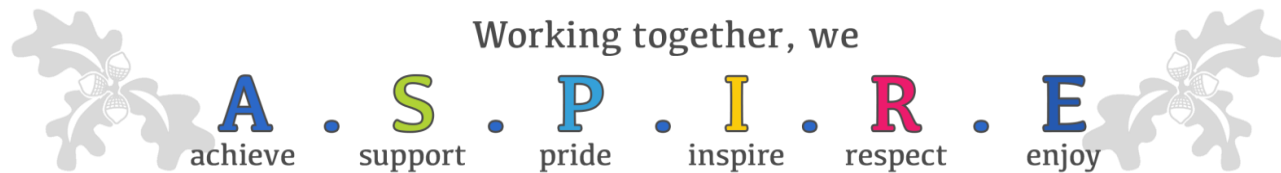
Appendix 5

Striking and Fielding Key skills and Knowledge Ladder

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sports Covered:				Sports covered: Cricket, Baseball, Rounders,			
		Extend agility and coordination through throwing, catching and retrieving. Participate in simple hit, catch and run games. Score points through sending balls and running.	Develop eye to hand coordination for hitting. Participate in striking and fielding game situations.	Play in competitive games developing simple tactics. Master basic movements including running, throwing, catching and striking Work collaboratively to use basic tactics for batting and fielding	Play in competitive games developing stamina and endurance Practice and use running, sprinting and dynamic balance in games Work collaboratively to use basic tactics and strategies for batting and fielding	Play in competitive games developing power, flexibility and cardiovascular endurance. Able to recognise where improvements could be made in their work. Select and combine more complex skills in game situations	Play in competitive games developing fluency in skills and techniques Work in collaboration to apply defensive and attacking tactics Compare team performance against another team performance

Key:

Fundamental skills,
 Fitness Components,
 Strategies and tactics,
 Competition and personal challenge,
 Evaluating and improving performance



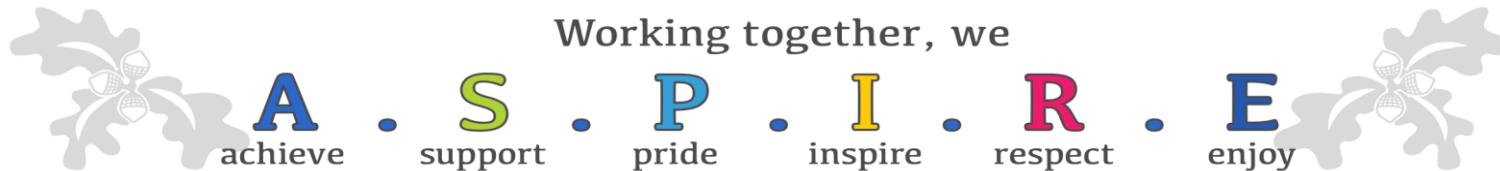


Net and Wall Key skills and Knowledge Ladder

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sports Covered:				Sports covered: Cricket, Baseball, Rounders, Tennis, Table Tennis			
	<p>Focus on hand-eye co-ordination</p> <p>Participate in simple sending and receiving games.</p>	<p>Extend co-ordination for hitting</p> <p>Participate in simple sending and receiving games.</p> <p>Score points through sending balls using hitting skills to correct areas.</p>	<p>Participate in modified net/wall games</p> <p>Combine isolated skills, e.g. moving towards a ball to make contact</p> <p>Compete against self and others to score points</p> <p>Further, develop tactical play</p> <p>Combine skills in a wider variety of net/wall games</p>	<p>Play in singles games against a partner</p> <p>Work to improve performance</p> <p>Play in competitive games developing simple tactics</p> <p>Master basic movements including hitting, returning, moving to return</p> <p>Work collaboratively to use basic tactics</p>	<p>Play in games individually and with a team</p> <p>Work to improve points scored individually and as a team</p> <p>Have experienced playing using a few badminton rules</p> <p>Have explored serving in a variety of games</p> <p>Can play simple games with a racquet using some basic shots</p>	<p>Play competitively against others and work together with others</p> <p>Work hard to challenge self to improve the consistency of shots including newly learnt shots</p> <p>Implement basic tactics in gameplay including court movement techniques</p>	<p>Play competitively against others and work together with others in gameplay</p> <p>Work hard to challenge self to improve the consistency of shots including newly learnt shots</p> <p>Implement basic tactics in gameplay and score games using an appropriate scoring system</p>

Key:

Fundamental skills,
 Fitness Components,
 Strategies and tactics,
 Competition and personal challenge,
 Evaluating and improving performance,
 Performance





Appendix 7

Outdoor and Adventurous Activities (OAA) Key skills and Knowledge Ladder

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				<p>Taken part in a range of PE games and activities</p> <p>Follow simple instructions and apply rules</p> <p>Work collaboratively as a pair and in a small group</p> <p>Use and apply simple diagrams with pictures and symbols</p>	<p>Take part in outdoor and adventurous activity challenges developing strength and flexibility</p>	<p>Compare performance with previous performances</p> <p>Apply a range of skills to complete a task</p> <p>Practise using problem-solving skills</p>	<p>Explore ways of communicating in a range of challenging activities</p> <p>Navigate and solve problems from memory</p> <p>Develop and use trust to complete a task and perform under pressure</p>

Key:

Fundamental skills,
 Fitness Components,
 Strategies and tactics,
 Competition and personal challenge,
 Evaluating and improving performance,
 Performance

