

Lowerhouse Junior School, Burnley

PHYSICAL EDUCATION POLICY	
Written By	E.Lawton
Date	September 2025
Date of Review	September 2027

Inspiring a lifelong love for learning

Aspiration

Integrity

Respect

Resilience

Aspiration Integrity Respect Resilience

Introduction





All at Lowerhouse Junior School are committed to the health and well-being of our pupils. As staff we understand how a broad and inclusive provision benefits individual and the school in general; our approach to Physical Education focuses very much on the holistic child. We strive for excellence in performance whilst recognising every child's achievement will be different. PE enables children to learn confidence, resilience, teamwork and organisation. We believe that children must engage in a PE curriculum that: encourages fitness; improves their strength and stamina; and allows them to develop key skills which can be applied in games. This allows pupils to gain a sense of achievement and develop positive attitudes towards themselves and others.

Aims







Purpose of study of the national curriculum for physical education (2014) state:

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.

The National Curriculum aims to ensure that all pupils:

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

At Lowerhouse Junior School we aim to:

-  Ensure pupils understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.
-  Provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges, both as individuals and as part of a team or group.
-  Develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.
-  Provide extra-curricular activities which extend and enriches curriculum provision and provides opportunity for activities to enable pupils to make sufficient progress to access curriculum sessions with greater success
-  Provide opportunities for competition appropriate to the stage of the individual pupil's development
-  Ensure that pupils enjoy PE and school sport and establish community links and pathways for pupils to engage in life-long participation

PE Curriculum

We provide our pupils quality PE education by ensuring that the planning scheme is of a high quality and delivers progressive, challenging and engaging lessons. Our PE curriculum provides opportunities for the pupils to build upon prior learning, progressing in their skills with an appropriate level of challenge at all stages. Their knowledge content is repeated and revisited to ensure that pupils know more and remember more. There are opportunities for all pupils of all abilities to develop their skills, knowledge and understanding in each area of the curriculum. As a result, as they move through school the pupils make connections to PE skills previously taught,

which leads to further learning and develops new skills. As pupils develop knowledge, they need to practise and master skills throughout the year.

We use PE Passport for our curriculum delivery. This enables all pupils to access the lesson objectives and excel at an age-appropriate level. The progressive skill-based scheme of work ensures that all pupils are increasingly challenged as they move up through the school. Pupils' skills are continually reviewed and assessed so that the progress of the pupils is monitored and that needs of the individual are met.

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 topics covered in each term during the key stage. The PE subject leader works this out in conjunction with the PE specialists and teachers in each year group. Our medium-term plans, which we have adopted from the Lancashire Scheme, give 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 and PE specialists adapt the short-term plans for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The lesson plans are kept on the PE Passport App and teachers can print off to adapt if needed, teachers can make notes on the app for any adaptations they might want to make to the lesson.








Lowerhouse Junior School Curriculum Map						
Physical Education						
Class Teacher HLTA (Mr Pope) PPA						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Elm	Yr3/4 Invasion Games Netball Yr3/4 Creative Games Tag & Target	Yr3 Gymnastics Core Task 1 Yr3/4 Invasion Games Rugby 1	Yr3/4 Target Games Dodgeball Yr3/4 Dance Ironman	Yr3 Gymnastics Core Task 2 Yr3/4 Net and Wall Core Task 1	Yr3/4 Striking & Fielding Cricket Yr3/4 OAA Trust and Trails	Yr3/4 Athletics Yr3/4 Striking and Fielding Rounders
Year 3 Willow	Yr3/4 Invasion Games Netball Yr3/4 Creative Games Tag & Target	Yr3 Gymnastics Core Task 1 Yr3/4 Invasion Games Rugby 1	Yr3/4 Target Games Dodgeball Yr3/4 Dance Ironman	Yr3 Gymnastics Core Task 2 Yr3/4 Net and Wall Core Task 1	Yr3/4 Striking & Fielding Cricket Yr3/4 OAA Trust and Trails	Yr3/4 Athletics Yr3/4 Striking and Fielding Rounders
Year 4 Maple	Yr3/4 Invasion Games Basketball Yr3/4 Striking and Fielding Rounders	Yr3/4 Net and Wall Core Task 2 Yr4 Gymnastics Core task 1	Yr3/4 OAA Team Work/Problem Solving Yr3/4 Invasion Games Rugby 2	Swimming Yr4 Gymnastics Core Task 2	Swimming Yr3/4 Striking and Fielding Cricket	Swimming Yr3/4 Athletics
Year 4 Rowan	Swimming Yr3/4 Invasion Games Basketball	Swimming Yr4 Gymnastics Core Task 1	Swimming Yr3/4 Invasion Games Rugby 2	Yr3/4 Net and Wall Core Task 2 Yr4 Gymnastics Core Task 2	Yr3/4 Dance The Great Plague Yr3/4 Striking and Fielding Cricket	Yr3/4 Striking and Fielding Rounders Yr3/4 Athletics
Year 5 Chestnut	Yr5/6 OAA Orienteering Yr5/6 Invasion Games Netball	Yr5 Gymnastics Core Task 1 Yr5/6 Net and Wall Tennis	Yr5/6 Dance Earthings Yr5/6 Invasion Games Rugby 1	Yr5/6 Invasion Games Hockey Yr5 Gymnastics Core Task 2	Yr5/6 Striking and Fielding Cricket Yr5/6 OAA Team Work/Problem Solving	Yr5/6 Athletics Yr5/6 Striking and Fielding Rounders
Year 5 Oak	Yr5/6 OAA Orienteering Yr5/6 Invasion Games Netball	Yr5 Gymnastics Core Task 1 Yr5/6 Net and Wall Tennis	Yr5/6 Dance Earthings Yr5/6 Invasion Games Rugby 1	Yr5/6 Invasion Games Hockey Yr5 Gymnastics Core Task 2	Yr5/6 Striking and Fielding Cricket Yr5/6 OAA Team Work/Problem Solving	Yr5/6 Athletics Yr5/6 Striking and Fielding Rounders
Year 6 Ash	Yr5/6 Invasion Games Netball Yr6 Gymnastics Core Task 1	Yr5/6 OAA Teamwork Problem Solving Yr5/6 Invasion Games Hockey	Yr5/6 Invasion Games Rugby 2 Yr6 Gymnastics Core Task 2	Yr5/6 Dance Robin Hood Yr5/6 Net and Wall Tennis	Yr5/6 Striking and Fielding Rounders Yr5/6 OAA Orienteering	Yr5/6 Athletics Yr5/6 Striking and Fielding Cricket
Year 6 Sycamore	Yr5/6 Invasion Games Netball Yr6 Gymnastics Core Task 1	Yr5/6 OAA Teamwork Problem Solving Yr5/6 Invasion Games Hockey	Yr5/6 Invasion Games Rugby 2 Yr6 Gymnastics Core Task 2	Yr5/6 Dance Robin Hood Yr5/6 Net and Wall Tennis	Yr5/6 Striking and Fielding Rounders Yr5/6 OAA Orienteering	Yr5/6 Athletics Yr5/6 Striking and Fielding Cricket

Assessment




Children are assessed for each unit of work using the PE Passport. Each child will receive a bronze (CWT), silver (ARE) or gold (GDS) grading for their assessment per unit. This allows us to monitor the progress of each child throughout their years at Lowerhouse Junior School and identify strengths and weaknesses as a school to inform future planning.

Inclusion

At Lowerhouse Junior School inclusion in physical activities means that all children have access to learning opportunities regardless of race, gender and ability. We aim to create an environment in which all children learn to respect and value each other and each other's interests. This is achieved by employing the following strategies:

-  Having equal expectations of boys and girls – not letting girls opt out or boys dominate team organisation for example.
-  Teaching mixed gender/ability groups and pairs.
-  Structuring activities so that all are fully involved.
-  Providing opportunities for children to present their work to others.
-  Recognising the need to extend more able children and targeting them for school clubs/signposting to borough clubs.
-  Anticipate needs and provide support as required. This could be the provision of specialist equipment, adult support or modified teaching programmes.
-  Targeting particular children during playtimes and supporting them in physical play.

To maximise safe and meaningful participation, our school and teachers will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements. Our school will ensure the following:

-  Any clothing worn to comply with a faith commitment should be appropriate to the PE activity. Clothing should be comfortable and allow for freedom of movement, while not being so loose as to become a hazard.
-  Headscarves (such as the hijab), where worn, should be tight, secured in a safe manner, particularly at the side of the face, and unlikely to obscure vision or catch on anything that may put the wearer at risk.
-  In swimming lessons, unacceptable exposure of the body should be managed through adjustments in swimming attire to accommodate religious and cultural sensitivities while not compromising the safety of the students concerned.

Even pupils that are injured for example, could still assist teachers/leaders in coaching and management of PE lessons. However, if this is not possible a non-participant PE form should be completed.

Swimming

It is the school policy that all children should be able to swim 25m by the time they leave school as well as meet the other two requirements of the national curriculum. Therefore, swimming lessons are compulsory for all children. Children learn swimming in Year 4 with qualified swimming teachers. Where children are not allowed to take part in swimming a doctor's note must be provided. Guidelines recommend appropriate swimwear: a one-piece costume for girls and trunks or appropriate shorts for boys, both boys and girls must wear a swimming cap if hair is too long.

PE Kit

All children will come into school, wearing the appropriate school PE kit on their designated days. If kit is not worn, a call home to ask for kit to be brought in or spare kit is available.

Children not participating in the lesson will be given a task e.g. coaching, umpiring or a task to complete based on the lesson delivered and / or used to collate multimedia evidence. Each

class has one kit for those who have genuinely forgotten their kit on a one-off basis to allow participation in lessons.

For outdoor PE in winter, the children may wear warmer clothing, should it be necessary, at the discretion of the teacher.

Jewellery

All items of jewellery should be removed before all PE lessons. **Earrings are not allowed in school.** If children have had their ears recently pierced, they should bring plasters to apply over them or replace with plastic retainers. Teachers must not remove earrings or take responsibility for the safe keeping of valuables. Hair should be tied back at all times, where a child comes without a bobble, they will be given one by a member of staff.

Monitoring and Review

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

School Sports Premium Funding

The PE and sport premium is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. We aim to develop, use and improve the sports provision in school by auditing and implementing new strategies and sports in consultation with school staff, pupils and parents. All identified priorities are documented in the annual curriculum and sports premium funding audits. We will closely monitor the impact of the funding on PE and school sport. We use the funding carefully to ensure it has a lasting impact for the development of our current and future pupils.