Marston Moreteyne VC School

Physical Education Policy

October 2026



Rationale:
This policy outlines the teaching, organisation and management of Physical Education taught and learnt at Marston Moreteyne School.

At our school Physical Education learning is taught through a wide variety of sessions which offer children a broad and balanced, progressive curriculum. This ensures the progression of Physical Education skills across all year groups, but also that all children are provided with an active and skills enriched learning over the course of each unit.

Our Aims:
At Marston Moreteyne School, we believe that a high-quality Physical Education curriculum can inspire all pupils to succeed and excel in sport, both competitively and non-competitively through a range of physically demanding activities.

We aim to provide a curriculum which allows our children to become physically confident in a way which supports their health and fitness. Our values ethos and education links superbly to Physical Education, allowing us to embed our school values, this is particularly pertinent with, Co-operation, Unity, Respect, Determination, Tolerance, Thoughtfulness, Patience and compassion.

Intent:
Physical Education at Marston Moreteyne School enables our children to build confidence and inspires all children to succeed and excel in physical activities as well as living a physically and mentally active and healthy lifestyle.

Implementation:
Physical Education is implemented through various different methods. We ensure all staff have access to planning from the "Striver" scheme. This ensures the progression of PE skills across all year groups, but also that all children are provided with an active and skills enriched learning over the course of a unit.

Physical Education coverage is outlined in each year group's long - term planning, medium term plans and in the weekly timetables for each class. The "Striver" Progression document outlines skills that are our expectation for children as they progress through the school. This document allows children to build on their previous skills and encourages development through the school.

These weekly timetables ensure Physical Education is taught discretely for two hours each week.

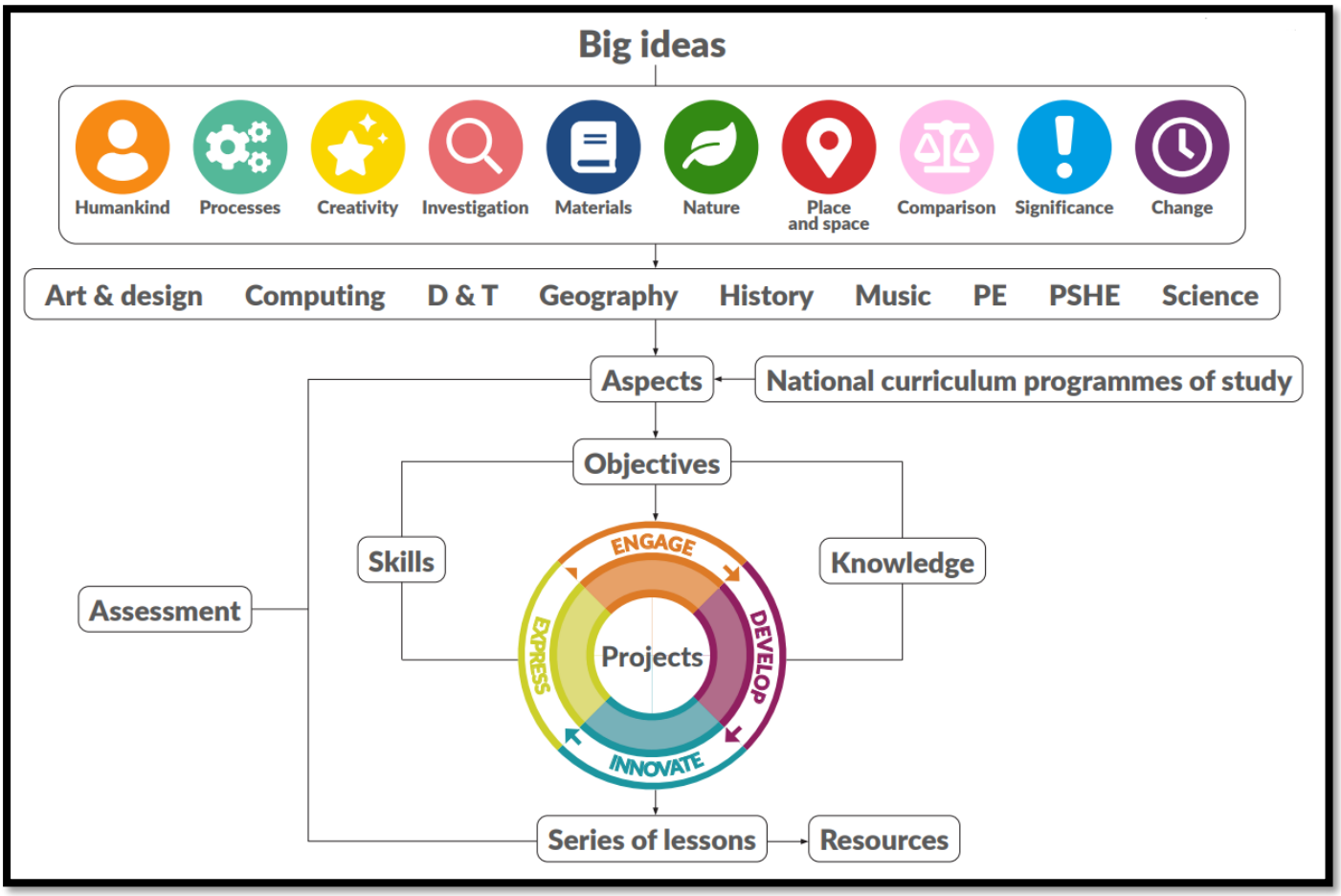
Children are celebrated and encouraged to share their sporting successes outside of school by sharing trophies/certificates in Celebration Assemblies.

Physical Education- Implementation:

Our curriculum intent is achieved through a rich array which is inspired and developed by our Christian Vision. Our curriculum has depth in knowledge, skills and meaningful experiences.

Our Big Ideas are symbolic of our desire to prosper and give hope for the future

Our PE Curriculum focuses on the *four* Big Ideas: Creativity, Investigation, Processes and Nature



Inclusion:

As a school we ensure that our curriculum is engaging and accessible to all children in our school community to achieve and thrive. Teachers do so by using ongoing judgement, formative and termly summative assessment to set ambitious targets and plan challenging work for all groups of pupils, including:

- High Attaining pupils,
- Pupils with low prior attainment/physical skill,
- Pupils from disadvantaged backgrounds,

- Pupils with SEND,
- Pupils with English as an additional language (EAL),
- Pupils with SEMH challenges.

All pupils, regardless of need and including all those of protected characteristics will have equality of access to the curriculum.

Further information can be found in our statement of equality and objectives, in our SEND policy and in individual subject policies.

Impact

The impact of Physical Education teaching will be measured in the following ways: The PE Leadership team will monitor the delivery and planning of the Physical Education Curriculum to ensure planning and teaching matches the aims and purpose outlined in this policy in a suitably progressive way. They will analyse the outcomes of pupil learning termly and provide next steps for staff.

The Governing body will monitor the intent, implementation and impact of the Physical Education curriculum regularly

Assessment, Recording and Reporting of PE:

All children in the EYFS are observed through both planned and incidental observations. They are assessed against the New Early Years Framework 2026 educational programmes and the Early Learning Goals. This assessment informs each child's next steps which are addressed in future planning and continuous provision opportunities.

From Year One onwards, children are observed in Physical Education lessons and questioning is used to assess understanding. Teachers also complete foundation assessment grids termly stating which children are Working Towards, On-Track or Greater Depth, in consideration of age-expected, knowledge and skills in Physical Education. The “Striver” progression document aids teachers when making these judgments.

Sports Premium Funding:

Schools must use the funding to make additional and sustainable improvements to the quality of Physical Education (PE), physical activity and sport we offer.

This means that we should use the premium to:

- develop or add to the PE, physical activity and sport activities that the school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Schools can use the premium to secure improvements in the following indicators (please see Sports Premium budget for how we are meeting these):
- 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
- the profile of PE and sport is raised across the school as a tool for whole-school improvement increased confidence, knowledge and skills of all staff in teaching PE and sport.

Our Sports Premium Impact and Review Action Plan can be found on our School Website.

Swimming:

The minimum requirement is that, by the time our pupils are ready to leave Key Stage 2, every child can:

- Swim competently, confidently and proficiently over a distance of at least 25 metres and use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.

Essential Swimming Kit Checklist

- Swimwear: A one-piece swimming costume for girls, or fitted swimming trunks or swim shorts for boys (avoid baggy or long board shorts that restrict movement).
- Towel: A large, absorbent bath or sports towel to dry off.
- Swimming Cap: Optional
- Swimming Goggles: Optional
- Footwear: Easy-to-slip-on pool shoes for walking safely around the poolside.
- Waterproof Bag: A lightweight, water-resistant drawstring bag or wet bag to keep damp gear separate from the rest of the school bag.
- No Jewellery: Earrings, necklaces, and watches must be removed before swimming.
- Name Labels: Label every single item, including the towel and bag, with your child's full name.

Out of School Hours Learning/School Sport Partnership and Community Links:

At Marston Moreteyne School we aim to provide a range of extra-curricular PE related activities. These encourage children to further develop their skills in a range of the activity areas. The school notifies parents of current club activities and children are encouraged to choose which activity they wish to participate in.

The school attends events arranged by Redborne School Sports Partnership, the focus of their work is to increase the quality and quantity of PE and school sport through the delivery of the School Games programme. We compete against other local schools; 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.

Safe Practice:

The general teaching requirement for health & safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect children to wear an appropriate PE kit at all times. No jewellery is to be worn for any physical activity

The teachers are expected to set a good example by wearing appropriate clothing when teaching PE (both indoors and outdoors).

PE Uniform Requirements

Reception* & Key Stage 1 – Years 1 & 2

Kit will stay in school for the half-term

Item	Colour	Additional Notes
Plain T-shirt	White – school logo optional	*Non logo items are available from most clothing retailers
Shorts	Black – no sports logos	*Available from most clothing retailers
Plain Jumper (no hood)	Black – no sports logos	*Available from most clothing retailers
Plain Jogging bottoms	Black – no sports logos	*Available from most clothing retailers
Trainers or plimsolls	No colour preference	*Available from most clothing retailers

*Reception children will only need shorts and T-shirt (joggers and jumper not needed) trainers only in the Summer Term






PE Uniform Requirements

Key Stage 2 – Years 3, 4 & 5

**Kit should be worn for to school on allocated PE days including trainers*

Item	Colour	Additional Notes
'Cool contrast' logo T-shirt or plain white T-shirt	White	*Non logo items are available from most clothing retailers
Quarter-zip top/jumper	Logo – Black and red Non logo - Black	*Non logo items are available from most clothing retailers *No hoods
Plain loose shorts or skorts	Black – no sports brands	*Non logo items are available from most clothing retailers *Fitted lycra shorts or cycling shorts are not permitted
Plain jogging bottoms or sports leggings	Black – no sports logos	*Non logo items are available from most clothing retailers *No flared leggings
Trainers	Any colour	*Available from most clothing retailers
*All branded uniform can be purchased from our usual school supplier Brigade		





Gymnastics equipment is checked annually by 'Sportsafe UK'. We follow the guidance provided by AfPE (The Association for Physical Education) in their publication 'Safe Practice in Physical Education and School Sports (2016 edition) and 'Physical Education Safety and Good Practice' (Central Bedfordshire Council's policy).

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