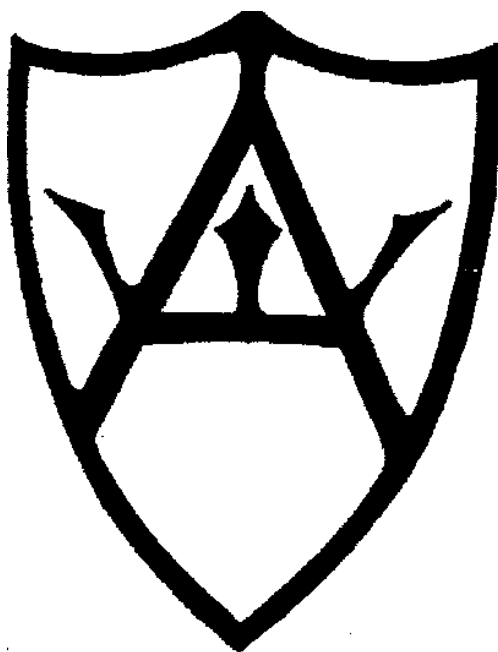


Alfriston School



Physical Education and Sports Policy

September 2025

Next review: September 2027



Life Value: Collaborative Bee

Our curriculum and wider school community provide opportunities for us to work together and learn from each other in a supportive environment.

We model effective communication and teach coaching skills to enable children to recognise their own needs and those of others.



Life Value: Independent Cat

Through our curriculum, we provide opportunities for all children to be independent learners with high aspirations. Pupils of all abilities and social backgrounds are given the opportunity to achieve. Every child is recognised as a unique individual.

OUR VISION – CURRICULUM INTENT

We have high aspirations for all of our children to be safe, happy, confident, responsible and knowledgeable individuals who can learn at their best.

We delight in equipping all children to achieve personal success, make meaningful connections and develop a lifelong love of learning. Every child feels valued and cared for – they have a sense of belonging and are proud of their achievements.

Our curriculum not only uses our beautiful location to enrich the learning of our children but is also outward looking so that they are respectful global citizens.

'Fair, Friendly, Fulfilling & Fun!'



Life Value: Creative Spider

We have a diverse and creative curriculum, providing a wide range of first hand experiences and extra-curricular activities. We celebrate the individuality of all our learners, giving them the confidence to express themselves. We provide a safe and supportive environment in which they can find different ways to deepen their learning.

**Kind Hands
Kind Feet
Kind Words
Kind Everything**

ALFRISTON SCHOOL



Life Value: Curious Meerkat

Our curriculum is designed to enable children to become critical thinkers and develop a thirst for new experiences. We encourage children to develop their questioning skills in order to build on prior learning and deepen their knowledge.



Life Value: Determined Tortoise

Our curriculum provides breadth, depth and challenge. We model the importance of resilience, encouraging children to embrace mistakes as part of learning and development. We motivate each child to believe that they can persevere in order to meet their own potential.

Introduction and aims

At Alfriston we strive to create a culture which aims to inspire an active generation to enjoy physical education and sport, encourage each other and achieve. We provide a safe and supportive environment for children to flourish in a range of different physical activities and team games, which is essential in supporting their positive attitudes towards a healthy lifestyle and physical confidence and competence – resulting in well-rounded individuals.

With these aspirations, our intentions for the PE & Sports curriculum is to ensure that all children:

- Gain knowledge, inspiration and competence to participate and excel in a broad range of sports;
- Gain knowledge about physical activity and healthy lifestyles and apply this knowledge to choices about their own health and physical activity;
- Acquire skills and confidence to engage in competitive sport and resilience to be physically active for sustained periods;
- Embed the school values in their approach to PE and show respect, courage and cooperation.

These aims will be achieved by providing a carefully planned, balanced programme of movement activities which will give children experience of:

- Gymnastics
- Games
- Dance
- Athletic activities
- Swimming
- Outdoor and Adventure activities

Our PE & Sports Curriculum

At Alfriston we use the 'Real PE' programme which is fully aligned to the national curriculum. Real PE is a unique, child-centred approach which engages and challenges. It focuses on cooperative learning, healthy competition and the fundamental movement skills (skills for life) of a child's physical development:

- * Agility
- * Balance
- * Coordination

Real PE develops the whole child, each term there is a multi-ability focus which develops children's learning behaviours:

- * Personal
- * Social
- * Cognitive
- * Creative
- * Physical
- * Health and Fitness

Early Years Foundation Stage

In the Foundation Stage, the learning and development of Physical Education is also taught through the activities and experiences provided in the 'Physical Development' area of learning from the Early Years Foundation Stage Framework.

Daily opportunities are given to develop fine and gross motor skills. This is achieved using the 'Real PE Foundations' and opportunities for physical development in the outside area (bikes and scooters, balancing equipment such as crates and opportunities to experiment with PE equipment such as tennis rackets, bean bags and balls).

The knowledge, skills and understanding which children gain by the end of the Foundation Stage are laid out in the early learning goals. These experiences and skills prepare the children for work in Year 1 onwards.

Key Stage 1

Real PE continues to develop the children's fundamental movement skills. The children become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They engage in competitive (both against self and against others) and co-operative physical activities, and develop simple tactics for attacking and defending, in a range of increasingly challenging situations.

Key Stage 2

The children revisit and build on the knowledge, skills and techniques acquired in the previous key

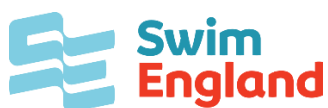
stage. Pupils develop their creative and performing skills, whilst continually improving their balance, strength, coordination and agility. Real PE allows the children to continue to apply and develop the fundamental movement skills, learning how to use them in different ways and to link them to make more fluent actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Athletics



We use the UK Athletics accredited 'Elevating Athletics' framework to support teachers in providing an inclusive and progressive framework, which embraces a child's natural desire to move. Elevating Athletics focuses upon running, jumping and throwing - the building blocks of athletics, which in turn underpin nearly all other sports and physical activities and so links perfectly with the movement skill development throughout the Real PE curriculum.

Swimming and Water Safety



Swimming and Water Safety lessons take place on site using our outdoor heated swimming pool. Lessons are organised and supervised by a qualified swimming teacher. Children are taught in ability groupings. We use the Swim England, Learn to Swim Programme as a basis for our progression for swimming. All our children swim (from Reception to Year 6) each year as we believe all children should have the opportunity to learn how to swim and be taught how to stay safe in and around water.

The aim is for all children to be able 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.

Members of staff are trained in lifesaving to assist the swimming teacher.

Outdoor Adventurous Activities

Children in years 3 to 6 take part in water-based activities such as raft building, stand-up paddle boarding and kayaking. In addition Year 5 and 6 go on a residential trip involving outdoor and adventure activities to an Activity Centre. Children are taught orienteering, rock climbing, abseiling, archery, axe throwing and experience low/high ropes, obstacle courses, team building games and problem solving.

Organisation of PE

All year groups are timetabled over the whole school year for two sessions a week of curriculum PE.

Wherever possible we make the use of specialist PE teachers, accredited coaches or trainee teachers to provide expert PE delivery, professional development for our staff and to enhance our provision for the pupils.

Assessment, Recording and Reporting

We assess the children's work in Physical Education through observation, questioning, discussion and evaluating children's work. Teachers monitor progress made by children against the learning objectives for their lessons.

There are 12 Fundamental Movement Skills and 6 Learning Behaviour Cogs that form the essential knowledge and skills expected. Teachers complete their assessment of each child at the end of every term, using Arbor, to show the progression towards these end points throughout the year and from EYFS to Year 6.

Children are encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their work, and what their targets should be for the future. Our curriculum has been devised so that it is accessible for all with adaptations made to planning to meet the needs and abilities of all learners, including more able pupils.

Parents/Carers receive information relating to the attainment of their child in Physical Education in mid-year and end of year reports.

Our newsletters inform parents of the sporting activities that have taken place and the achievements of the children. These are also announced during our Friday Celebration Assemblies. There is also a 'Clubs and Competitions' noticeboard which displays this information with photos of the children.

Adaptive teaching for progression

Planning and implementing a differentiated physical education curriculum for all pupils is essential. In doing this, one should:

- (a) Build on the past experiences and achievements of individual pupils.
- (b) Plan for specific development in skills, knowledge and understanding, so that pupils can be given appropriate tasks.
- (c) Remove barriers to participation.
- (d) Provide opportunities for individual pupils to experience success.

Differentiation by Outcome - involves setting tasks which are suitable, and appropriate for a pupil's starting level, and which allow progress to be made. They use their knowledge and understanding to achieve success at different levels.

- (a) Pupils could find different ways of passing a ball to outwit an opponent. Some of the methods used would be at an advanced level of skill, unachievable by others.
- (b) The task of contrasting curled and stretched positions in gymnastics could be performed in a variety of ways, according to the imagination and skill of the pupil. The most able would show good quality in the tightness of the curled shape, contrasted to the fully stretched position.
- (c) Pupil activity, eg. different group tasks, different roles and responsibilities for pupils, different allocation of time and variation of pace within the lesson to meet the need.
- (d) Other opportunities, eg. extra-curricular activities, club links, interest groups and community links.

Sports Days

A 'School Games Day' is held every summer on the recreation ground adjacent to the school using a multi-event approach. Every child in the school has the opportunity to participate in each event as the member of a house team. Points are awarded according to team finishing positions. In the interests of fair play, staff make every effort to select team members to ensure a balance of talents in each team.

PE Kit

- Trainers with either lace or velcro fastening to ensure a secure and safe fit
- Red shorts
- White T-shirt with Alfriston logo
- Pair of white, black, red or grey socks (trainer socks may be worn for PE only)
- Jogging bottoms and/or sweatshirt is optional during cold weather
- Parents/carers should provide sun hats and sun protection during hot conditions.

These items are best kept in a drawstring bag, which should be brought to school on the first day each week and taken home at the end of the week for washing. PE bags may be purchased from the office.

It is perfectly safe for children to work in bare feet in the hall. However they must wear suitable footwear during transfer from class to where the lesson is to take place.

For swimming, a one-piece costume or trunks/swimming shorts (not long-legged style), swimming cap and towel will be needed. These items are best kept in a named drawstring bag and should be brought to school daily during the swimming season.

Long hair should always be tied back and any child with a long fringe should have it clipped back out of their face.

We reserve the right to forbid items of clothing accessories and footwear, which are dangerous in school or against the interests of the children.

Jewellery can cause a problem not only to the wearer but also to other children if worn during PE and sports activities. It should be noted the East Sussex Local Authority advice is that jewellery of any kind should not be worn during PE lessons or any other kind of physical activities. If the child is unable to remove them then we ask that they are covered (with the exception of swimming, when we do not allow any jewellery to be worn). Children must therefore remove any items of jewellery before PE lessons and sports activities.

Parents whose children wear items or clothing for personal, cultural or religious reasons that are different to our school uniform policy are asked to inform us of the details.

Equality, Diversity, Equity and Inclusion

As part of the planning process, staff at Alfriston School will consider the content of a Physical Education & Sports programme to provide an extended and progressive curriculum, and to offer differentiated tasks to satisfy the learning and exercise needs of a wide range of physical abilities which each class presents. Therefore, PE lessons will promote equal opportunities and allow children of different gender and physical ability the chance to fulfil their physical potential through

a balanced curriculum. Individual needs, abilities and interests will be catered for through a well-planned and progressive programme. It is envisaged that the children will develop enjoyment and satisfaction in PE and Sports through planning, performing and evaluating a range of physical activities.

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. All staff show that they have read and understood the school's Health & Safety Policy at the start of every academic year and risk assessments are regularly reviewed (at least annually) and shared with all staff. The school follows the guidelines set out in the Association for Physical Education's 'Safe Practice' book to safeguard pupils and staff in both curricular and extracurricular activities.

The role of external providers and visitors

Depending on the time of the year, Alfriston provides opportunities for children in a wide variety of areas. For example, cricket sessions with Sussex Cricket and after school sports clubs, which are delivered by qualified coaches or teachers who deliver high quality lessons. All safety and safeguarding checks are carried out and relevant policies are provided before an external provider starts.

School Awards

Our school has been awarded the School Games 'Platinum Award' - the highest award possible, following four consecutive years of the 'Gold Award' - an award which recognises a school's engagement against a national benchmark and to celebrate keeping young people active. During Covid times, we also achieved the Virtual School Games Award in July 2020 and July 2021.



We are extremely proud of our children for their dedication to all aspects of physical activity and school sport, including those young volunteers and leaders. We are committed to using the School Games to engage our children in representing our school and to ensure that all our children have a positive experience. We believe in the power of physical activity and school sport and seek out opportunities for all children.

The school received the Healthy Schools Excellence Award in March 2022 (valid for 3 years), and again in 2025. Our children have many opportunities, in the classroom, and in every aspect of their school experience, to foster their healthy physical, mental, social and intellectual development. Through our school curriculum and ethos, our children value their own health and that of the environment.

Physical Education Funding

The Sports Premium Funding has enabled us to purchase a PE curriculum aligned with the national curriculum and our school values. It has helped to further develop staff skills and confidence in areas including the use of Fundamental Movement Skills and engaging all children in regular physical activity. Using Sports Premium funding, we have been able to have sports coaches specialising in particular sports to increase the number of sports clubs and inter school competitions available to pupils as well as targeting inactive children from across the school.

Linked Policies

Equality Policy and Objectives

SEND Policy

Healthy and Safety Policy

First Aid Policy

Child Protection & Safeguarding Policy

Supporting Children with Medical Conditions Policy