

Curriculum Policy:	Physical Education
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Date Approved:	TBC
Review Date:	September 2025

Intent:

At Cleves Primary School, we strongly believe in the significance of physical education as an essential contributor to a student's physical development and well-being. Our objective is to provide a high-quality, diverse, and balanced physical education curriculum that aims to boost students' confidence in managing their bodies and abilities. We encourage students to participate in various physical activities that develop fundamental skills, enabling them to excel in several activities, learn about themselves, and appreciate the significance of healthy living, self-expression, and fair play.

In addition, we provide several opportunities for students to participate in competitive sports during their school life, promoting teamwork, winning, losing, and being gracious in both. Our ultimate goal is to instil a passion for healthy living and sports that lasts a lifetime, which is why we offer numerous physical activity outlets to our students.

Implementation:

- Deliver an inclusive PE curriculum ensuring pupils of all abilities access the range of activities.
- We offer that they are physically active for sustained periods of time in order to encourage them to lead healthy, active lives.
- Present opportunities for pupils to take on leadership roles in which they can build character and embed values such as fairness and respect.
- We offer pupils the opportunities to take part in leadership roles and understand the importance of communication, organisation, team work, resilience, perseverance and a respect for rules.
- Provide opportunities to compete in a variety of competitions, during school time or by representing the school at various events.
- Allowing pupils to develop greater confidence, team work and learn to win or lose with grace and sportsmanship

Impact:

At Cleves Primary School we believe that physical education plays a significant role in developing a range of cognitive and social skills in our pupils. We have seen that our pupils demonstrate high levels of enjoyment and enthusiasm when participating in physical activities, and they take pride in their achievements. We encourage our pupils to get involved and make progress with the activities they enjoy, whether it is an individual or a team sport. Through this, we aim to promote a love of sports and a healthy lifestyle, which can have a positive impact on their lives in the future.

In addition, our curriculum in physical education helps our pupils develop important cognitive skills, such as decision making and analysis. For instance, when pupils participate in team sports, they learn to strategies and plan, which is crucial in developing these decision-making skills. Similarly, in individual activities like gymnastics, pupils learn to analyse their own movements and technique in order to improve their performance.

Furthermore, physical education provides an excellent opportunity for our pupils to learn social skills that are essential for the future. Our students develop teamwork and communication skills through participation in a range of sports. They also learn how to win or lose with grace and sportsmanship, fostering a positive attitude and enhancing their self-esteem.

Through our physical education curriculum and sports activities, we hope that our pupils will develop and maintain a healthy lifestyle and lifelong appreciation of physical activity.

Equality, Diversity & Inclusion

All pupils will be given equal access to the entire physical education curriculum, during activities and educational visits. Where required, pupils with SEND will be provided with additional support in order to fully engage with the physical education curriculum.

Where it is inappropriate for a pupil to participate in a specific lesson because of reasons related to any protected characteristics, the lesson will be adapted to meet the pupil's needs and alternative arrangements involving extra support will be provided where necessary.

Cleves Primary School recognises the importance of Physical education in teaching pupils about the competitive and non-competitive sports. This policy will ensure the school complies with the national curriculum and help pupils have a solid grounding in Physical education, a positive attitude towards healthy life style, positive attitude and enhancing their self-esteem.

The strands in Physical educations are:

- Develop competence to excel in a broad range of physical activities
- Physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy and active lives

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) 'National curriculum in England: physical education programmes of study'
- DfE (2013) 'Physical education programmes of study: key stages 1 and 2'
- DfE (2017) 'Statutory framework for the early years foundation stage'

This policy operates in conjunction with the following school policies:

- Educational Visits and School Trips Policy
- Health and Safety Policy

Roles and responsibilities

The governing board will be responsible for:

- Ensuring a broad and balanced physical education curriculum is implemented in the school.

- Ensuring the school's physical education curriculum is accessible to all pupils.

The headteacher will be responsible for:

- The overall implementation of this policy.
- Ensuring the school's physical education curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the physical education curriculum.
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching physical education.

The physical education lead will be responsible for:

- Preparing policy documents, curriculum plans and schemes of work/activities for Physical education.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of physical education, providing support for staff where necessary.
- Organising the deployment of resources and carrying out an annual audit of all physical education resources.
- Leading staff meetings and providing staff members with the appropriate training.
- Advising on the contribution of physical education to other curriculum areas.

Physical education teachers will be responsible for:

- Acting in accordance with this policy.
- Liaising with the physical education lead about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this during ELT meetings.
- Reporting any concerns regarding the teaching of the subject to the physical education lead or a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

The National Curriculum

At Cleves, we run a mastery curriculum however we use the national curriculum for physical education as the basis for our curriculum planning. We have tailored our curriculum to 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.

- Adaption
- Support
- Deepening Understanding
- Lowest 20% Toolkit

Adaption: is the altering or changing of the task so it is accessible for SEND pupils. The adaption of task should take into consideration the learning objective, stage of physical development of the child and any barriers to learning a child may encounter.

Support: Support is any resource which may assist a pupil in achieving the learning objective. This may take the form of assistance from an adult (teacher or teacher or teaching assistant), a modelled example of what is

needed to succeed in the lesson or any other pictorial or concrete resource that can help the children achieve mastery.

Deepening Understanding: Children who have met the objective of the lesson can deepen their understanding of the component or composite goal by completing a task that encourages a child to apply or explain the knowledge and skills they have acquired.

Lowest 20% toolkit: These are strategies aimed at the lowest 20% children in your class. They are strategies to enable children working within the lowest 20% to access and meet the demands of our mastery curriculum. These strategies include; Live Modelling, Support or scaffold, varied questions, setting the 'Bigger Picture', key vocabulary, 1:1 support, 1:2 support and carefully planned independent learning time.

Foundation Stage

At Cleves Primary School, students in the early years foundation stage concentrate on three key areas of learning: core strength and coordination, gross motor skills, and fine motor skills. We consider these three areas of learning as the building blocks to help students enhance their physical abilities as they advance through the academic years.

Key Stage 1

At Cleves Primary School, pupils in Key Stage 1 are enhancing their fundamental movement skills, growing more proficient and self-assured, and exploring a wide array of opportunities to enhance their agility, balance, and coordination, both independently and collaboratively. They partake in competitive (against themselves and others) and cooperative physical activities in various increasingly demanding scenarios. Pupils are supported to: master basic movements such as running, jumping, throwing, and catching, while also improving balance, agility, and coordination, and starting to apply these skills in different activities; engage in team sports, developing basic strategies for offense and defences; and perform dances incorporating simple movement sequences.

Key Stage 2

During Key Stage 2, pupils are encouraged to further enhance and utilize a wider variety of skills, exploring different applications and connections to create sequences of movement. Emphasising communication, collaboration, and healthy competition among peers is essential. Additionally, they are expected to grasp the concept of self-improvement in various physical activities and sports, as well as the ability to assess and acknowledge their own achievements.

Pupils are acquiring skills in:

- utilising running, jumping, throwing, and catching individually and in combination
- engaging in competitive games, with modifications when necessary [such as badminton, basketball, cricket, football, hockey, netball, rounders, and tennis], and applying fundamental principles for both attacking and defending.
- enhancing flexibility, strength, technique, control, and balance [for instance, through athletics and gymnastics].
- executing dances incorporating various movement patterns.

- participating in outdoor and adventurous activities, both independently and as part of a team.
- evaluating their performances against previous ones and showcasing progress to reach their personal best.

Assessment

At Cleves Primary School, we offer physical education to all students, regardless of their abilities. Physical education is an integral part of our curriculum policy, ensuring that all students receive a comprehensive and well-rounded education. Our approach to physical education focuses on providing learning opportunities that cater to the individual needs of each student. We set appropriate challenges and adapt our teaching methods accordingly.

To assess the students' progress and achievement in physical education, we employ informal judgments based on our observations during lessons. Once a task or assignment is completed, we provide feedback and make necessary comments. At the end of each unit, we evaluate each student's work in relation to the expected standards outlined in the National Curriculum. These assessments are recorded which helps us plan future lessons, track the child's progress, and share relevant information with the next teacher at the end of the academic year.

Additionally, our Physical Education leader and teachers organises quizzes for each year group during the penultimate week of each half term. These quizzes serve as a means to assess the students' knowledge and understanding, allowing us to revisit any areas of learning that require further attention in order to ensure their progress aligns with the expected rate.

Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Fundamental Movement skills	Body Management	Dance	Cooperate & Problem solve (O.A.A)	Gymnastics	Speed, Agility, Travel
Reception	PE – Body Management 1 Speed, Agility, Travel 1	PE – Gymnastics 1 Cooperate & Problem solve 1 (O.A.A)	PE – Dance 1 Manipulation/Coordination 1	PE – Body Management 2 Cooperate & Problem solve 2 (O.A.A)	PE – Gymnastics 2 Manipulation/Coordination 2	PE – Dance 2 Speed, Agility, Travel 2
Year 1	PE – Gymnastics 1 Send and Return 1	PE – Dance 1 Hit, Catch, Run 1	PE – Send & Return 2 Attack, Defend, Shoot 1	PE – Run, Jump, Throw 1 O.A.A	PE – Gymnastics 2 Hit, Catch, Run 2	PE – Dance 2 Run, Jump, Throw 2
Year 2	PE – Gymnastics 1 Send & Return 1	PE – Dance 1 Attack, Defend, Shoot 1	PE – Send and Return 2 Hit, Catch, Run 1	PE – Run, Jump, Throw 1 O.A.A	PE – Gymnastics 2 Attack, Defend, Shoot 2	PE – Dance 2 Run, Jump, Throw 2

Year 3	PE – Gymnastics 1 Netball	PE – Dance 1 Football	PE – Gymnastics 2 Tennis	PE – Dance 2 O.A.A	PE – Basketball Rounders	PE – Handball Athletics
Year 4	PE indoor – Gymnastics 1 Swimming	PE Outdoor – Cricket Swimming	PE Indoor – Gymnastics 2 Swimming	PE outdoor – O.A.A Swimming	PE Indoor – Dance 1 Netball Swimming	PE Outdoor – Athletics Swimming
Year 5	PE Outdoor – Tag Rugby Swimming	PE Indoor - Gymnastics 1 Swimming	PE Outdoor – O.A.A Swimming	PE Indoor - Gymnastics 2 Swimming	PE outdoor - Tennis PE Indoor – Badminton Swimming	PE Indoor – Basketball PE Outdoor Athletics Swimming
Year 6	PE – Gymnastics 1 Cricket	PE – Dance 1 Netball	PE – Gymnastics 2 Hockey	PE – Dance 2 Athletics O.A.A	PE – Net & Wall Games: Volley Ball skills Swimming	PE – Net & Wall Games: Badminton Swimming

