

Living for learning; learning for life.

Our Vision

At Temple Sowerby CE Primary School, our vision for the school community is rooted in a deep respect for our human, social, and cultural values, expressed in a caring Christian ethos. We aim to provide high academic standards and a wide range of experiences and opportunities. In doing so, we encourage all children to flourish by giving them the skills they need to become good citizens and to discover life in all its fullness (John 10:10).

Introduction

This policy sets out the aims, organisation, delivery, assessment and review of Physical Education in Temple Sowerby CE Primary School for pupils aged 3 to 11. It reflects the 2014 National Curriculum for Physical Education, the statutory expectations for primary schools, and the principles used by the relevant national inspectorate in judging curriculum quality, personal development, behaviour and attitudes, and leadership and management.

Physical Education is an essential part of a broad and balanced curriculum. It supports pupils to develop physical competence, confidence, teamwork, resilience, fair play, and healthy active lifestyles. The school will deliver a coherent and inclusive curriculum that helps pupils know more, remember more and do more over time.

Aims

The school aims to ensure that all pupils:

- Develop competence, confidence and control in a wide range of physical activities
- Build fundamental movement skills and apply them with increasing accuracy and consistency
- Participate in physically active lessons that promote enjoyment, effort and perseverance
- Understand rules, tactics, techniques and movement concepts
- Experience success in cooperative, competitive and creative physical activities
- Develop positive attitudes towards physical activity, sport and healthy living
- Learn to work with others, lead, communicate, cooperate and show respect
- Access a curriculum that is inclusive, ambitious and suited to their individual needs
- Improve their personal best through challenge, reflection and practice
- Take part in a range of enrichment opportunities, clubs and competitions

Statutory Requirements

The school will deliver PE in line with the statutory requirements of the 2014 National Curriculum for Physical Education and associated primary school duties.

The curriculum will ensure that pupils are taught to:

- Use and develop a broad range of movement skills

- Become physically active for sustained periods
- Engage in competitive and cooperative physical activity
- Lead healthy, active lives

The school will also ensure that:

- Key Stage 1 and Key Stage 2 programmes of study are taught in full
- Swimming and water safety are provided and reported on as required
- Provision is accessible and compliant with duties relating to equality, special educational needs, safeguarding, health and safety, and data protection
- The curriculum is broad, balanced and suitable for all pupils aged 3 to 11
- EYFS physical development is planned as the secure foundation for later PE learning

Curriculum Coverage

The PE curriculum provides a broad, progressive and inclusive experience across the primary age range. It is designed to develop physical literacy and the knowledge, skills and understanding needed for lifelong participation in physical activity.

The curriculum covers:

- Fundamental movement skills
- Games, including invasion, net and wall, striking and fielding, and target activities
- Gymnastics
- Dance
- Athletics
- Outdoor and adventurous activities
- Fitness and physical development
- Swimming and water safety
- Healthy lifestyles and physical wellbeing
- Teamwork, leadership, cooperation, fair play and respect

In the Early Years Foundation Stage, physical development is planned to support:

- Gross motor control
- Fine motor control
- Balance and coordination
- Spatial awareness
- Safe movement
- Confidence in active play indoors and outdoors

In Key Stage 1, pupils learn to master basic movements and begin to apply them in games, dance and physical challenges.

In Key Stage 2, pupils build on prior learning by combining skills, applying tactics, improving performance, and developing greater control, strength, flexibility and understanding.

Curriculum Implementation

The school will implement PE through a well-sequenced curriculum that builds knowledge and skills over time. From September 2026, the school will use **Get Set 4 PE** as the core PE scheme to support curriculum planning, progression, teaching and assessment.

Implementation will include:

- A clear long-term plan showing coverage across the year and across year groups
- Medium-term plans that identify learning objectives, key knowledge, skills and vocabulary
- Lessons that begin with clear learning intentions and success criteria
- Explicit teaching, accurate demonstration and secure modelling of skills
- Opportunities for guided practice, repetition, application and reflection
- Small-sided games, active tasks and structured movement opportunities to maximise participation
- Progressive challenge so pupils move from isolated skills to more complex application
- Regular revisiting of prior learning to strengthen retention and transfer
- Consistent routines for gathering, moving, changing and equipment use
- Appropriate use of indoor and outdoor spaces, equipment and specialist resources

Teaching will:

- Maximise active learning time
- Reduce waiting time and inactivity
- Use concise, precise teacher language
- Include questioning to check understanding
- Promote discipline, cooperation and safe participation
- Develop technical, tactical and evaluative understanding

Where external coaches or specialist providers are used, they will work within the school's curriculum intent, safeguarding expectations and assessment approach, and their work will be quality assured by subject leadership.

The school will maintain at least two hours of PE each week for pupils in Key Stages 1 and 2, alongside daily opportunities for physical activity.

Assessment

Assessment in PE will be ongoing, manageable and focused on learning rather than excessive recording. It will inform future teaching and support pupils to improve over time.

The school will use a combination of:

- Teacher observation of skills, decision-making and application
- Questioning to assess understanding of rules, tactics and movement concepts
- Live feedback during lessons
- Self-assessment and peer assessment

- Review of practical performance against planned learning outcomes
- Tracking of participation, confidence and progress where useful

Assessment will consider whether pupils:

- Are acquiring and applying new skills securely
- Are improving technical control and consistency
- Can explain and apply rules, tactics and techniques
- Are making progress from their starting points
- Can compare their performance with previous attempts and identify next steps

Assessment information will be used to:

- Adapt teaching
- Support inclusion
- Identify misconceptions or barriers
- Inform curriculum planning
- Review the impact of the PE curriculum and enrichment opportunities

Roles and Responsibilities

The Headteacher will:

- Ensure PE is prioritised as part of the school curriculum
- Provide strategic oversight of curriculum quality, staffing, time and resources
- Support monitoring of impact and improvement

The PE Subject Leader will:

- Lead the development, implementation and review of the PE curriculum
- Ensure curriculum coverage, progression and sequencing are clear
- Support staff with planning, teaching, assessment and inclusion
- Monitor teaching, learning, pupil participation and outcomes
- Review enrichment, competition and activity opportunities
- Evaluate the impact of funding and report findings to senior leaders and governors
- Keep subject documentation, resources and risk management arrangements up to date

Class Teachers will:

- Deliver PE to a high standard in line with the curriculum plan
- Ensure lessons are inclusive, safe and well organised
- Assess pupils and use findings to adapt teaching
- Maintain high expectations for effort, behaviour and participation
- Promote safe practice and positive attitudes to physical activity

Support Staff and Coaches will:

- Work under the direction of the class teacher or subject leader
- Follow school policies, routines and safeguarding procedures
- Support participation, inclusion and safe movement
- Reinforce agreed teaching points and expectations

Governors will:

- Receive information on curriculum quality, participation, enrichment and funding impact
- Support accountability for standards and provision in PE
- Help ensure the curriculum remains broad, balanced and inclusive

Inclusion

The school is committed to ensuring that all pupils can access and succeed in PE, regardless of ability, need, background, faith, gender or physical circumstance.

Inclusion will be secured through:

- High expectations for all pupils
- Differentiation by task, space, equipment, support and outcome
- Careful grouping to promote confidence and success
- Clear routines and visual support where needed
- Adapted equipment and modified rules
- Alternative ways to participate when necessary
- Reasonable adjustments for pupils with SEND, medical needs or temporary injury
- Attention to pupil confidence, motivation and enjoyment
- Removal of unnecessary barriers such as clothing expectations where these disadvantage pupils without educational justification

The school will challenge gender stereotypes and ensure equal access to all activities, including competitive sport, leadership opportunities and enrichment.

Pupils with additional needs will be supported through a graduated approach, with planning that is responsive to their individual profiles and needs. Where relevant, individual risk assessments will be used.

Professional Development

The school recognises that secure subject knowledge is essential for high-quality PE.

Professional development will include:

- Induction for new staff on the PE curriculum, routines and expectations
- Training on the use of **Get Set 4 PE** from September 2026
- Subject-specific coaching on gymnastics, dance, games, athletics, outdoor activities and swimming
- Support for staff who lack confidence in particular areas

- Sharing of model lessons, vocabulary, teaching points and assessment approaches
- Updates on safeguarding, inclusion, health and safety, and curriculum requirements
- Opportunities to observe high-quality practice and reflect on teaching
- Support for external coaches so they align with school expectations

Training will be planned to strengthen curriculum implementation, increase staff confidence and improve outcomes for pupils.

Inspectorate Expectations

This policy is designed to meet the expectations of the relevant national inspectorate by ensuring that PE contributes strongly to the quality of education, personal development, behaviour and attitudes, and leadership and management.

The curriculum supports inspection expectations by being:

- Ambitious, broad, balanced and inclusive
- Coherently planned and sequenced from EYFS to Year 6
- Focused on progression in skills, knowledge, tactics and vocabulary
- Designed to help pupils know more, remember more and do more over time
- Supported by effective teaching, modelling and feedback
- Underpinned by ongoing assessment that informs teaching

It also supports personal development by providing opportunities for:

- Physical and mental wellbeing
- Confidence, resilience and self-discipline
- Teamwork, leadership, fair play and respect
- Participation in clubs, competitions, festivals and active play
- Healthy lifestyles and active citizenship

It supports behaviour and attitudes through:

- Well-established routines
- Safe, positive and purposeful lessons
- High expectations for effort, cooperation and perseverance
- A culture of participation and enjoyment

It supports leadership and management through:

- Clear subject leadership
- Sufficient time, staffing and resources
- Monitoring of curriculum implementation and participation
- Review of enrichment and funding impact
- Quality assurance of any external provision

Monitoring and Review

The PE policy and its implementation will be monitored by the Headteacher and PE Subject Leader through:

- Learning walks and lesson observations
- Work scrutiny where relevant to planning and assessment
- Curriculum reviews and planning audits
- Pupil voice
- Staff feedback
- Participation and attainment data
- Review of enrichment, competition and swimming outcomes
- Health and safety checks and risk assessment reviews
- Evaluation of the impact of funding and additional provision

The policy will be reviewed every two years, or sooner if there are changes to statutory requirements, curriculum expectations, school practice or the use of the PE scheme.

Links to Other Policies

This policy should be read alongside the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Special Educational Needs and Disability Policy
- Equality and Diversity Policy
- Health and Safety Policy
- Risk Assessment Policy
- First Aid Policy
- Charging and Remissions Policy
- Online Safety and Acceptable Use Policy
- Data Protection Policy
- Medicines and Medical Conditions Policy
- Trips and Visits Policy
- Early Years Foundation Stage Policy
- Assessment Policy
- Attendance Policy
- Complaints Policy
- Sports and Physical Activity Premium Strategy
- Staff Code of Conduct Policy

