



What Physical Education Looks Like in the Federation

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Curriculum Intent

What a PE lesson looks like in our school:

- Differentiated ability tasks, allowing children to progress through their own pace and make their own decisions on the difficulty of challenges, however flexibility of tasks to allow all children to work with each other over the course of the year.
- Mini plenaries to share misconceptions, pose questions, challenge ideas.
- Use of a range of equipment within lessons making sure children are allowed to experiment with all equipment and game ideas.
- Clear objectives set at the start of each lesson and reviews on progression throughout the lesson.

This is our philosophy:

- Engage and challenge all students within every P.E. lesson.
- Give all students the opportunity to participate and compete for the school.
- For students to lead, officiate and participate within lessons to give greater opportunities to enjoy and engage within P.E. lessons.
- To promote and demonstrate the benefits of daily activity and healthy lifestyle, and support students and parents in achieving this.
- To make cross-curricular links wherever possible.

Cultural Capital

This can be defined as powerful knowledge that a child can draw upon to be successful in society, their career and the world of work. It helps a child to achieve goals, become successful and rise up the social ladder without necessarily having wealth or financial capital.

- Anti-bullying and safeguarding policies and strategies, including the Child on Child Abuse policy
- The Health Education dimension of the PSHE programme, including strands on drugs, smoking and alcohol
- The bike ability scheme in Y6 that provides children with the knowledge and skills to ride safely on the road.
- Design and Technology units related to food preparation and nutrition
- The knowledge of how and why children need to take care of their personal fitness and wellbeing. The knowledge of local, national and worldwide sporting events and their importance on society. extra-curricular clubs related to sports and well-being
- The celebration of sporting achievement including personal fitness and competitive sport
- Activity-based residential visits
- The promotion on interschool competition in a range of sports
- Understanding what activities children enjoy and wish to participate in outside of school to allow them to become life-long learners

This is the knowledge and understanding gained at each stage:

By the end of EYFS, including Luston Nursery, pupils will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, crawling, jumping, dancing, hopping, skipping and climbing.

By the end of Key Stage 1 pupils will:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Perform dances using simple movement patterns.
- Participate in team games, developing simple tactics for attacking and defending.

By the end of Key Stage 2 pupils will:

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns.
- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Take part in outdoor and adventurous activity both individually and within a team.

Curriculum Implementation

This is how it works:

- PE, Physical activity and Sport is embedded across the school, with regular PE lessons, active breaks, the Daily Mile, Inter and Intra competitions and active break times in all classes.
- Competitions and PE lessons are displayed on the school PE notice board as well as Seesaw.
- Collaborative work across key stages through our young leaders.
- Fun and enjoyment are at the heart of all lessons, competitions and clubs.
- Regular certificates are given for PE and sporting achievements in well done assemblies.
- Pupils have a at least 2 hours of PE, sport or physical activity a week.
- All Key Stage pupils have a half term of Swimming lessons.
- There are regular opportunities for parental engagement in PE, with them being encouraged to support pupils at sporting fixtures such as Sports day.
- Daily fine and gross movement activities in EYFS such as 'Dough Disco' and 'Flipper Flapper' games that help develop children's strength, control and coordination.
- Pupil's voice is encouraged with pupils having opportunities to share their own opinions and ideas on how they can develop their own knowledge and skills alongside the Sport council being vital to the planning of Inter and Intra competitions and after school sports clubs.

This is what adults do:

- Planning document for every lesson including all activities, objectives for the lesson and regular reviews of each lesson.
- Regular assessment to make sure all children are achieving and progressing to the right standard.
- Regular staff CPD as well as, team teaching, all staff training days and lesson observations.
- Intra School House competitions at the end of each half term, using the skills learnt within that unit in a competitive game to allow for all students to compete.

- Raised profile of P.E. throughout the school, with active week, wake up shake up in the mornings, after school clubs, lunchtime clubs and regular physical challenges for students to complete.

This is how we support:

For children identified as needing bespoke intervention:

- Children are assessed at the start of each unit.
- Clear targets are highlighted and prioritised.
- Use of practical and visual prompts
- Small group/1-1 support is then put in place, with the use of nurture groups to develop confidence and ability within P.E

For all other children:

- Use of teacher and self-assessment to quickly identify any child who requires additional support in certain units.
- Frequent repetition and revisiting of skills to help make it stick.

This is how we challenge:

- Differentiation planned from very start of lesson
- Small group work to further challenge
- Encouraged to lead and coach their peers.
- Taking out through G+T to be offered a greater difficulty challenge or skill.
- Greater opportunity to compete and represent the school within inter school competition

Curriculum Impact

This is what you might typically see:

- Happy and engaged learners.
- Regular pairs and group work.
- Range of different challenges and games.
- Children talking about, sharing and reflecting on their learning.
- Self-motivated children.
- Great sportsmanship.
- Independent working from children, as well as often making their own decisions on their learning.
- Engagement and perseverance.
- Use of technology and theory work within lessons.
- Leading and coaching to peers.

This is how we know how well our pupils are doing:

- Tracking.
- Pupil progress meetings.
- Teacher assessment/ targets.
- Feedback.
- Photo/ Video evidence of challenges and progress.
- Targeted use of TAs to help and support individual children when required.

This is the impact of the teaching:

- Confident children who can talk about P.E.
- Children who are enjoying their learning within P.E.
- Stronger understanding of personal development as well as the benefits of P.E.
- Children developing and practicing their skills on top of regular P.E lessons.
- Children will understand the mutual respect needed to compete in a sporting competition.
- Children will understand that they are to be compliant with the rules of a game and that we live in a democratic society where both men and women can play mixed sport.

Date: September 2025

To be reviewed: September 2026