PE Rationale

Intent:

At Eastfield Primary Academy, we aim to deliver a high-quality, ambitious and inclusive PE curriculum that enables every child to become physically confident, competent and active.

We want children to develop secure fundamental movement skills and progressively apply and combine these across an increasingly broad range of physical activities. Through PE, children develop not only physical competence but also resilience, communication, collaboration, leadership, fairness and respect. We want children to understand the importance of physical activity for their health and wellbeing, experience enjoyment and success through movement and develop positive attitudes that encourage them to lead healthy, active lives.

Our curriculum reflects our Academy drivers of Pride, Collaboration and Understanding. Children take pride in personal improvement and achievement, collaborate effectively with others and develop an understanding of different strengths, starting points and experiences. We use Beyond the Physical as the principal framework through which our PE curriculum is delivered. Its mastery-based approach supports children to develop secure physical foundations before applying their learning with increasing complexity, confidence and independence.

Our curriculum is designed to help our children to:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Implementation:

Curriculum Organisation:

The Long-Term Plan is organised so that children focus on two complementary aspects of PE in each half term. Children in KS1 and KS2 access two one-hour PE sessions each week. Curriculum coverage is mapped to ensure that pupils experience the breadth of the National Curriculum, including fundamental movement, games, dance, gymnastics, athletics, outdoor and adventurous activity, and swimming and water safety.

Autumn 1	Play Move Explore
Autumn 2	Move Match Magic
Spring 1	Explore Evade Escape
Spring 2	Search Steal Share
Summer 1	Crawl Climb Collect
Summer 2	Hands Feet Equipment

Children access swimming and water-safety instruction in Year 4 for ten weeks, with further opportunities provided in Years 5 and 6 through PE and Sport Premium funding. Provision works towards the statutory expectation that pupils leave primary school able to swim competently, confidently and proficiently over at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.

EYFS

The curriculum is based on the development of:

- **Physical Development**	• Creating games & providing opportunities for play both indoors & outdoors. • Supporting children to develop their core strength, stability, balance, spatial awareness, coordination and agility. • Gross motor skills provide the foundations for developing healthy bodies and social and emotional wellbeing. • Fine motor control and precision help with hand-eye coordination, which is later linked to early literacy.
- **Personal, Social & Emotional Development**	• Children are supported to manage emotions, develop a positive sense of self & set themselves simple goals. • Have confidence in their own abilities. • To persist & wait for what they want & direct attention as necessary.
- **Communication & Language**	• High-quality conversations with adults and peers throughout the day are crucial within a language-rich environment. • By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners build children's language effectively. • With support, modelling and sensitive questioning from their teacher, children share and elaborate on their ideas and become increasingly confident in using a rich range of vocabulary and language structures.

Children participate in a dedicated weekly PE session. Nursery children receive a minimum of 30 minutes, while Reception children receive at least 60 minutes.

This provision is further enriched through targeted programmes designed to enhance both fine and gross motor skills, such as *Dough Disco*, *Squiggle While You Wiggle*, and *Digit Dance*. Additional opportunities to develop motor skills are embedded within continuous provision, both indoors and outdoors. Children are also taught the importance of maintaining a healthy lifestyle.

Key Stage 1 & Key Stage 2:

The curriculum in KS1 and KS2 builds upon the physical literacy developed in the Early Years. In KS1, children become increasingly competent and confident in fundamental movement skills. Throughout KS2, they apply and combine a broader range of skills with increasing precision and control, communicate and collaborate, make decisions, apply tactics, compete appropriately and evaluate and improve their performance.

Each unit of work is built around three memorable key words that encapsulate the intended learning. For example, a unit might focus on "LOOK, RUN, AVOID", helping children understand how to identify space, move effectively and avoid collisions. Each word and its associated content are taught over sufficient sessions to allow children to practise, apply and increasingly master the knowledge and skills before progressing. Lesson videos may be shared before or during learning to model successful technique and support children's understanding of the physical knowledge and skills being taught.

Curriculum Progression:
Learning in PE is deliberately sequenced from the Early Years to Year 6. Skills, concepts and strategies are revisited in different physical contexts so that children can transfer and apply what they know rather than experiencing each sport or activity as isolated learning.

Our PE Curriculum Develops:
Physical knowledge and skills – fundamental movement; running, jumping, throwing and catching; agility, balance and coordination; flexibility, strength, technique and control; movement sequencing; attacking and defending; and swimming and water safety.
Thinking and decision-making – recognising space, selecting appropriate movement, solving physical problems, making decisions and applying tactics and strategies.
Evaluating and improving – recognising successful performance, using success criteria, responding to feedback, comparing performance over time and identifying next steps towards personal best.
Social learning – communication, collaboration, cooperation, leadership, fairness, respect, resilience and appropriate competition.

Strong Foundations, Retrieval and Vocabulary:
PE teaching is rooted in secure physical foundations. Teachers identify the essential knowledge, movement patterns and vocabulary that children need to remember and apply. Previous learning is deliberately revisited so that children can retrieve and transfer established movements, concepts and strategies into new physical contexts. Teachers model subject-specific language and expect children to use increasingly precise vocabulary when describing movement, technique, tactics and performance. Key Success Criteria make successful performance explicit and support children to identify how they can improve.

Oracy:
Oracy is integral to PE at Eastfield. Children listen, discuss, explain, instruct, collaborate and provide feedback during physical learning. Teachers model appropriate subject vocabulary and support children to articulate what they are doing, why they have selected a particular movement or strategy and how performance could be improved. As children progress, they become increasingly confident in communicating with teammates, explaining tactics, evaluating performance and providing constructive feedback.

Metacognition:
Children are supported to understand how they learn and improve physically. Teachers model movements and decision-making processes, helping children recognise what effective performance looks and feels like. Through a cycle of plan, perform, review and improve, children draw upon previous learning, select techniques and strategies, monitor their success and identify what they should adapt next time. This supports children to become increasingly independent and reflective performers.

Adaptive Teaching and Inclusion:
We are ambitious for every child in PE. Teachers anticipate potential barriers and adapt teaching while maintaining the important physical learning and an appropriate level of challenge. Managing Difference and the STEP Principle provide a consistent approach: Space, Task, Equipment and People can be adjusted to enable participation, success and progression. Children who require additional support receive appropriate scaffolding, while those ready for greater challenge apply their skills with increasing complexity, precision and independence.

Subject-specific Pedagogy:
1. PE lessons follow the consistent Beyond the Physical teaching structure: **Activation → Base → Managing Difference → Connect.**
2. Activation prepares children physically and links to the lesson focus. Base introduces and develops the core physical learning. Managing Difference enables responsive support and challenge through STEP. Connect provides opportunities for collaboration, reflection and reviewing learning.

3. Children are given sufficient opportunities to practise and apply each word before moving on, enabling learning to become increasingly secure.

STEP Principle: Adaptive Teaching in Practice
During physical activity, teachers use ongoing assessment and the STEP Principle to provide responsive support and challenge. Space, Task, Equipment and People can be adapted to remove barriers, promote meaningful participation and increase complexity without reducing curriculum ambition.



SPACE

- Children change the shape or the space they are playing in or around, to increase the challenge.
- Children could also increase/decrease the distance they are away from targets or people.



TASK

- Children change the way they are moving when they are completing activities, showcasing different locomotor movements.
- Children can also change things such as hand/foot they are dribbling with or how are they throwing an object.



EQUIPMENT

- Children change the equipment they are using to either challenge or adapt how they are working.
- This could be changing to a smaller/larger, heavier/lighter, traditional/non-traditional piece of equipment.
- It may also mean adding in more equipment to a game.



PEOPLE

- Children change who they are doing the activity with or playing against, so they can experience collaborating or competing with different people.
- This could also be rotating roles in a team game or selecting individual challenges or 'superpowers'.

Enrichment and Physical Activity Beyond Lessons:
Taught PE is enhanced by opportunities to attend after-school clubs and take part in competitions through our Schools Sports Partnership. These experiences support confidence, teamwork, sportsmanship and enjoyment of physical activity.

At breaktimes and lunchtimes, children have access to a range of resources through our OPAL (Outdoor Play and Learning) provision, encouraging sustained physical activity, creativity, cooperation and enjoyment through play.

Impact:
Children should leave Eastfield with the physical competence, knowledge, confidence, and positive attitudes needed to participate successfully in physical activity and make informed choices about leading a healthy, active life. The expected impact of our PE curriculum is that children will:

- ✓ develop secure fundamental movement skills;
- ✓ apply and combine physical skills across increasingly complex activities;
- ✓ demonstrate increasing agility, balance, coordination, strength, control and technique;
- ✓ communicate and collaborate effectively with others;
- ✓ make appropriate decisions and apply tactics and strategies;
- ✓ participate confidently in individual, cooperative and competitive activities;
- ✓ understand the importance of fairness, respect and sportsmanship;
- ✓ demonstrate resilience, perseverance and appropriate leadership;

- ✓ use physical vocabulary confidently;
- ✓ evaluate their performance and identify how they can improve;
- ✓ become increasingly independent and reflective performers;
- ✓ understand how physical activity contributes to health and wellbeing;
- ✓ meet the statutory swimming and water-safety expectations; and
- ✓ develop positive attitudes towards physical activity that support healthy, active lives.

Assessment and Monitoring:

- ***At Lesson Level*:**

Formative assessment is embedded throughout PE lessons. Teachers use observation, questioning, discussion and practical performance to check understanding and skill development. Key Success Criteria support pupil self-assessment, personal target-setting and identification of next steps. Staff and peer feedback provide timely guidance, while STEP is used responsively to ensure appropriate support and challenge.

After each word has been taught, children are assessed against the Key Success Criteria and these judgements are recorded. Teachers make an annual summative judgement for each child, informed by assessment across the year. The Subject Lead analyses outcomes alongside wider monitoring evidence to identify strengths and priorities for improvement.

- ***At the Leadership Level*:**

PE has a clear monitoring cycle that consists of 3 clear foci across three consecutive half terms:

1. Development Focus – identifying the priority through monitoring and evaluation, including pupil voice, staff voice, lesson visits, planning alignment, learning-environment evidence and assessment information.
2. Development Activity – implementing focused improvement work, including CPD, coaching, mentoring and resourcing.
3. Development Review – evaluating the impact of leadership action through follow-up monitoring, pupil and staff voice, lesson visits, planning alignment and assessment information.

PE has an identified Subject Lead who works within Eastfield's wider curriculum leadership structure to lead and monitor the development of the subject. This work is cyclical and builds upon identified priorities. Timely feedback is provided following monitoring, and the Subject Lead records the actions taken and their impact on teaching and learning.

Safeguarding & Child Protection:

All staff must remain alert to safeguarding concerns arising during PE, including concerns relating to children's welfare, behaviour, physical presentation or disclosures. Concerns must be recorded and reported in accordance with Eastfield's Safeguarding and Child Protection Policy. The Designated Safeguarding Lead is Mrs Kerry Thompson, Principal, and the Deputy Designated Safeguarding Lead is Mrs Caroline Pell.

Equalities:

At Eastfield we value all children and adults equally. The ethos of our school supports the development of self-respect and self-esteem in all children, staff, and the community we serve. School and Trust staff are committed to running an equitable and inclusive school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation, and social circumstances.

PE Subject Lead: Kerry Thompson