



Broomwood Primary School



Physical Education Policy- 2026

The intent of our PE curriculum is:

All children will take part in PE lessons building knowledge and skills in a broad range of sports and activities. They will develop physically and mentally to become active and resilient learners. Children will be inspired to lead a healthy and active lifestyle and develop a lifelong love of sport.

Aims:

The children will have access to PE in accordance with the National Curriculum 2014. It is our intention that throughout their time at Broomwood, they will achieve the following required aims:

- 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

The implementation of our PE curriculum is:

- We use Primary PE Passport to plan a wide range of sports and physical activities for all pupils.
- Careful short-term and long-term planning ensures that children build their skills and knowledge as they move through each year group.
- All pupils take part in two high-quality PE lessons every week.
- In PE lessons, children watch examples of excellent performance to help them understand new skills take part in fun warm-ups to get ready for learning practise and develop skills through a range of activities use these skills in games and friendly competition
- At the end of each unit of work, pupils have the chance to take part in intra-school competitions against other classes in the same year group.
- Teachers use assessment during and after lessons to track progress and identify any areas where support is needed.
- In line with government guidance on physical activity, we ensure that all pupils complete at least 30 minutes of active exercise each day. This includes active lessons, playtimes, after-school clubs and a mile run at least three times every two weeks.
- Pupils also have opportunities to represent the school in sporting events against other schools. We work with local sports clubs to support and develop talented pupils and help them continue their sporting interests outside of school.
-

The impact of our PE curriculum is:

Our PE curriculum enables children to develop the skills and knowledge they will need to lead a healthy and active life. Through engaging lessons, they will be inspired to continue to be active and try new sports and activities in later life. Pupils will be able to confidently take part and compete in a range of sports and will be able to competently swim at least 25 metres.

Curriculum

EYFS

We encourage the physical development of our children in the Reception class, as an integral part of their work. As the Reception class is part of the Foundation Stage of the National Curriculum. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. Physical development within the Early Years Foundation Stage framework is one of three prime areas for learning. The two related Early Learning Goals are:

Expected

- Moving and handling - Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care - Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Exceeding

- Moving and handling - Children can hop confidently and skip in time to music.
- Health and self-care - Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. In Reception, the children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have two weekly PE lessons.

KSI

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

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

KS2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- 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]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

At Broomwood Primary School pupils are taught to swim in year 4. They go for weekly lessons for the whole year with the aim that all pupils will meet National Curriculum expectations or beyond by the end of the year.

In particular, pupils should be taught 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

Curriculum Design

Planning and delivery of lessons is supported through the use of Primary PE Passport. This provides teachers with a sequence of lessons and activities that build pupil's skills across a unit of work. Broomwood Primary School also uses a number of PE specialists to deliver gymnastics, dance and games.



Physical Education Overview 2023-24 – Year A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<ul style="list-style-type: none"> • Develop movement, balancing, riding and ball skills • Skip, Hop, stand on one leg • Use large muscle movements • Begin to remember patterns of movement • Match their developing physical skills to activities 					
Reception	<ul style="list-style-type: none"> • Revise and refine fundamental movement skills; rolling, crawling, walking, jumping, running, hopping, skipping, climbing • Progress towards a more fluent style of moving • Develop overall body strength, co-ordination, balance and agility • Combine different movements with ease and fluency • Confidently and safely use a range of large and small apparatus • Further develop and refine a range of ball skills • Develop confidence, competence, precision and accuracy in activities involving a ball <p>ELG:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 					

Year 1	Fundamental movement skills 1	Dance - Fire of London	Gymnastics - Wide, Narrow	Invasion Games Skills 1	Locomotion 2	Yoga
	Invasion Games Skills 1	Striking and Fielding Game skills 1	Object Manipulation 2	Gymnastics - Pathways - small and long	Net and wall Game Skills 1	Net and Wall Games Skills 1
Year 2	Fundamental Movement Skills 2	Dance - Fire of London	Fundamental Movement Skills 3	Dance - Minibeasts	Net and Wall Game Skills 2	Athletics 2
	Gymnastics - Pathways straight, zigzag and curving	Target Games 3	Gymnastics - Spinning, turning and twisting	Invasion Games 3	Yoga	Striking and Field Game Skills 2
Year 3	Yoga	Netball	Dance - Romans	Health related fitness	Athletics	Dance - Space
	Tag Rugby (B) Boxing (A)	Tag Rugby (A) Boxing (B)	Boxing (A) Hockey	Boxing (B) Hockey	Boxing (A) Gymnastics - Symmetry and Asymmetry (partners)	Cricket Boxing (B)
	Netball	Gymnastics - Arching and Bridges	Yoga	Swimming	Swimming	Dance - Dance around the world

Year 4						
	Invasion Game Skills 3	Dodgeball	Basketball	Dance Romans	Flag Football	Swimming
Year 5	Gymnastics - Matching, mirroring and moving	Lacrosse	Gymnastics - Synchronisation and canon	Yoga	Athletics	Rounders
	Outdoor Adventure (3 weeks) Orienteering 3 weeks	Netball	Health related fitness	Outdoor Adventure	Basketball	Dodgeball
Year 6	Lacrosse	Gymnastics - Counter Balance and tension	Tag Rugby	Health related fitness	Gymnastics - Group Sequencing	Tennis
		Yoga	Handball	Dodgeball	Cricket	Outdoor Adventure

Assessment

Formative assessment is used each lesson using the principles of AFL. At the end of each unit teachers will make a summative assessment against children's ability to perform; their Personal and Social Development and their attainment in competing using the formative assessments gathered over the course the unit. EYFS children are assessing against age and stage related outcomes in the Early Learning Goals.

PE Kit

Children should have their PE kit in school every day.

For their PE lessons children should wear:

- White T-shirt or polo shirt
- Black shorts
- Black tracksuit bottoms can be worn in Autumn 2 and the Spring term when outdoors
- Black Plimsolls
- Trainers for outdoor PE

Accountability

Role of Class Teacher

- To plan individual lessons on a weekly basis for themselves and their parallel teacher
- To generate a half termly plan based on the Long Term plan provided by the subject lead
- To follow the policy structures when planning lessons
- To adapt planning to suit the needs of the class/group/individual
- To provide resources to support independent learning
- To assess pupils at the end of each unit of work using the Primary PE Passport App

- To carry out gap analysis to identify next steps of learning
- To provide evidence of adhering to the policy in performance management
- To respond to feedback from lesson observations, book scrutinise and learning walks

Role of Subject Lead

- To write and review the policy on an annual basis
- To write an action plan and review it each year
- To keep an up to date checklist of resources
- To order appropriate resources
- To keep up to date on developments within the subject nationally
- To provide support and guidance for staff in relation to the teaching and assessment of the subject
- To produce a scheme of work/long term plan showing what needs to be covered when, for each year group
- To ensure that there is curriculum coverage and appropriate pitch and progression across the school
- To monitor teaching and learning annually, through formal observation and book scrutiny
- To collect data on an annual basis in order to track standards
- To lead staff meetings to in order to help raise standards within the school
- To meet with the link governor and keep them up to date with standards in the subject
- To write an annual report, for governors, on achievements and standards within the subject
- To demonstrate good/outstanding teaching in your subject in order to lead by example

Role of SLT

- To monitor whole school data on a half termly basis and discuss with the SLT
- To identify areas of need across the school and make suggestions with regards to intervention and support programmes for staff
- To provide materials/advice for intervention groups
- To hold staff accountable for performance data during performance management and pupil progress meetings
- To track the progress of pupil premium children, identifying any gaps in learning and finding ways to address it
- To track the progress of Rec, Year 2 and Year 6 children from their starting points
- To monitor teaching and learning termly - book scrutiny, planning scrutiny, lesson observation, learning walk, discussion with children
- Support subject leads through performance management targets and by giving them opportunities to discuss any issues and give advice
- Lead by example in all areas of the curriculum

Role of Governors

- Meet with co-ordinators to gain a thorough knowledge of the subject; standards, strengths and areas for development
- To have a good understanding of the policy
- To hold subject leads to account by asking challenging questions
- To be involved in some monitoring of teaching and learning each year
- To hold SLT to account in the governors a meetings
- Approve all relevant policies
- Have an understanding about progress and standards across the school

E-safety

E-safety is the 'Safe and responsible use of technology'. Children will learn about the benefits and risks of using technology. They will be taught what internet use is acceptable and what is not. They will learn how to use the internet safely and what to do if they see something that upsets them. This is important as the internet is an essential element in 21st century life for education, business and social.

Broomwood Primary School is keen to ensure that children always use technology safely and that all children are aware of how to do this. This is taught through lessons, assemblies and E-safety days. Infringements relating to E-safety are taken very seriously and are always investigated (see Computing Policy).

Equality

The School welcomes and values disabled people taking an active part of school life. Broomwood Primary School is keen to make sure that we do not make it difficult for disabled children, young people and adults to be involved in every part of school life. We have a legal duty not to discriminate against disabled people and to comply with the Equalities Act 2010.

Broomwood Primary School recognises that disabled people are very diverse and include people with a physical impairment, visual impairment, hearing impairment, learning difficulty, specific learning difficulty (e.g. dyslexia), mental health issues, people who are deaf, British sign language users and people with long term health conditions.

PE and Sport Premium

Broomwood Primary School has a detailed plan to improve the quality of PE provision for all pupils. This is updated annually and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds. Please see the 'Sports Premium' document on the school website for further information.

P. Martin

Approved by Governing Body.....

Date.....