WOODMANSEY CE
PRIMARY SCHOOL

Building Strong Foundations • Unlocking Potential • Inspiring a Generation

Physical Education Policy

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1. Relationship Between Charter, Policy and Planning

At Woodmansey CE Primary School, our curriculum is shaped by our vision of "Building Strong Foundations, Unlocking Potential, Inspiring a Generation." PE, sport and games contribute directly to this vision by supporting pupils to become confident, healthy, resilient and active young people who understand the value of participation, improvement, teamwork and fair competition.

This policy sits within the wider curriculum framework and should be read alongside the Woodmansey Curriculum Statement, the PE Charter, the long-term curriculum plan, Get Set 4 PE planning, swimming records, the Sports Premium statement, the Educational Visits Policy, the Health & Safety Policy, relevant risk assessments and the school approach to inclusion and adaptive teaching.

2. Subject Overview

Physical Education is a practical, inclusive and intellectually rich subject. It develops pupils as confident movers, thoughtful participants and healthy citizens. It is not simply physical activity, games or sport: high-quality PE teaches pupils how to move effectively, how to apply rules, tactics and strategies, and how to participate safely, respectfully and healthily.

At Woodmansey, PE is designed to build physical competence, confidence and motivation. Pupils are taught the fundamental movement skills and activity-specific techniques that enable them to participate well. They also learn how to cooperate, compete fairly, communicate, lead, evaluate and improve.

The curriculum gives pupils access to a broad range of activities including games, gymnastics, dance, athletics, outdoor adventurous activity, swimming, water safety and regular fitness. This breadth is important, but it is not enough on its own. Pupils must also build depth by revisiting, practising and applying movement knowledge across different contexts.

The Woodmansey PE curriculum develops pupils through three connected pillars:

- Motor competence - developing efficient, controlled, coordinated and increasingly activity-specific movement.
- Rules, strategies and tactics - understanding how activities work and how intelligent movement, decision-making, teamwork and competition are shaped by context.
- Healthy participation - understanding how to participate safely and effectively, how physical activity supports health and wellbeing and how to build positive habits for life.

3. Intent

The PE curriculum at Woodmansey is designed so that all pupils develop the competence, confidence and motivation to be active now and in later life. We want

pupils to experience PE as something positive, purposeful and inclusive, regardless of prior experience, confidence, physical development or sporting background.

Our intent is that pupils will:

- develop secure fundamental movement skills including agility, balance, coordination, running, jumping, throwing, catching, travelling, turning and landing
- apply movement skills in a broad range of physical activities and sports
- develop stamina, strength, flexibility, control and technique appropriate to their age and stage
- understand rules, tactics and strategies that support successful participation
- learn to evaluate their own performance and the performance of others with kindness, precision and purpose
- experience competition in ways that promote determination, respect, honesty, self-belief, teamwork, passion and fair play
- understand the importance of physical activity, safety, fitness, wellbeing, nutrition and healthy lifestyles
- leave primary school able to swim, understand water safety and perform safe self-rescue wherever possible
- develop the confidence to participate in physical activity beyond school, whether competitively, recreationally or for wellbeing

PE makes a distinctive contribution to the development of the whole child. Through physical challenge, pupils learn resilience, self-discipline, communication, courage, cooperation, leadership and reflection. These personal qualities are taught explicitly and reinforced through the school values.

4. Implementation

i. Curriculum Structure and Entitlement

PE is taught through two high-quality lessons each week. The long-term curriculum plan ensures coverage of the National Curriculum and provides a broad, balanced and progressive experience across the school. In addition, a planned fitness session and active opportunities across the wider school day support pupils to develop positive physical habits.

The curriculum is planned using Get Set 4 PE, adapted to the Woodmansey context and aligned with the school long-term plan. Units are sequenced to provide breadth across activity areas while ensuring pupils revisit key skills, concepts and movement patterns over time.

Curriculum Area	What pupils progressively develop
Fundamental movement and fitness	Agility, balance, coordination, stamina, strength, flexibility, control, movement confidence and physical literacy.
Games	Throwing, catching, striking, fielding, invasion principles, net/wall principles, attacking, defending, cooperation, competition and tactical decision-making.
Gymnastics	Balance, travel, rotation, shape, sequence, strength, flexibility, control, apparatus use and evaluation of movement quality.
Dance	Rhythm, timing, gesture, expression, sequence, composition, performance, response to stimulus and collaborative movement.
Athletics	Running, jumping, throwing, pacing, measuring, personal best, technique, challenge and improvement.
Outdoor adventurous activity	Teamwork, problem-solving, map skills, communication, trust, decision-making and resilience.
Swimming and water safety	Water confidence, stroke development, safe self-rescue and meeting the National Curriculum requirements.
Personal development through PE	Fairness, respect, courage, communication, resilience, reflection, leadership, honesty and self-belief.

ii. Teaching Approach

PE lessons should be purposeful, active and well-sequenced. Pupils need high levels of participation, clear modelling, sufficient practice and precise feedback. The PE Charter sets out the teaching flavour of PE at Woodmansey, including warm up, identification of skills, practice, refinement, application, evaluation, next steps and cool down.

Teachers use a balance of demonstration, guided practice, independent practice, paired work, group tasks, small-sided games, performance tasks and reflective

discussion. Pupils are not expected simply to "have a go"; they are taught what successful movement looks and feels like, then supported to refine and apply it.

The strongest PE lessons include:

- clear movement knowledge: pupils know what they are trying to improve and why it matters
- high activity levels: pupils spend the majority of lesson time moving, practising or applying skills
- planned repetition: pupils revisit key movements enough times to build fluency and confidence
- precise feedback: adults and pupils identify what is improving and what needs refining
- inclusive challenge: tasks are adapted so pupils can participate meaningfully while still being stretched
- intelligent application: pupils apply skills within games, sequences, performances or problem-solving contexts
- reflection: pupils learn to evaluate, compare, explain, coach and improve with respectful language

iii. Progression in PE

Progression in PE is not only about moving from one sport to another. Pupils get better when they build secure movement foundations, develop increasingly complex rules, tactics and strategies, and understand how to participate healthily and safely. The curriculum therefore revisits skills across different contexts, for example throwing and catching in ball skills, invasion games, striking and fielding and athletics, or balance and control in gymnastics, dance and fitness.

In EYFS and Key Stage 1, pupils build movement confidence and fundamental movement skills. In lower Key Stage 2, they begin to link skills, apply rules and develop control in a wider range of contexts. In upper Key Stage 2, pupils apply more complex movement patterns, tactics, evaluation and leadership under increasing challenge and pressure.

iv. Mastery Principles

Teaching in PE reflects the school's commitment to mastery approaches. Mastery in PE means pupils develop fluency, control, confidence and understanding so that they can apply physical skills in different contexts.

- Coherence - skills, movements and tactical ideas are sequenced so pupils build from simple to complex and link prior learning to new activity contexts.
- Variation - pupils encounter skills in varied activities, spaces, speeds, groupings and levels of pressure so they learn what stays the same and what changes.
- Structure - lessons move from preparation and modelling to practice, refinement, application, evaluation and improvement.

- **Fluency** - pupils practise sufficiently so movement becomes more controlled, efficient, confident and responsive.
- **Making Connections** - pupils connect physical activity to health, wellbeing, rules, teamwork, leadership, science, PSHE and life beyond school.

v. Inclusion and Adaptive Teaching

All pupils are entitled to high-quality PE. Lessons are adapted so that pupils can participate safely, successfully and with dignity. Adaptation should not remove challenge or reduce ambition; it should enable meaningful access to the same curriculum purpose.

Adaptive teaching may include:

- adjusting space, pace, task complexity, group size, equipment, scoring systems or rules
- using visual demonstrations, task cards, video clips, modelling and peer coaching
- providing lighter, larger, softer, slower or more accessible equipment where appropriate
- offering additional rehearsal time, simplified tactical decisions or smaller steps in a movement sequence
- supporting pupils with sensory, physical, medical or confidence-related needs through planned adjustments
- using PE intervention where pupils require additional support with core strength, balance, coordination or movement confidence

The SENDCo and PE Subject Leader work together where pupils require specific support. Pupils with medical needs, including asthma or diabetes, must be supported in line with individual healthcare plans.

vi. Challenge and More Able Pupils

Pupils who demonstrate strong physical competence, tactical understanding or leadership should be challenged to deepen their learning rather than simply perform more of the same task. Challenge may include greater pressure, more complex rules, reduced space, increased speed, leadership, coaching, officiating, tactical decision-making, analysing performance or applying skills in unfamiliar contexts.

More able pupils should be encouraged to develop both performance and character. Technical excellence is important, but pupils should also demonstrate fairness, humility, respect, perseverance, tactical thought and the ability to support others.

vii. EYFS Foundations

Physical development begins in the Early Years through purposeful play, outdoor provision, fine and gross motor development, movement exploration and structured PE experiences. Pupils develop the foundations for later PE through running, jumping, climbing, balancing, throwing, catching, dancing, negotiating space, using equipment safely and building confidence in their bodies.

EYFS provision supports strength, coordination, balance, spatial awareness, core stability, hand-eye coordination, confidence, turn-taking and safe movement. These foundations are essential because pupils' later ability to access games, gymnastics, dance, athletics and swimming depends on secure early movement development.

viii. Swimming and Water Safety

Swimming and water safety are statutory elements of the primary PE curriculum. Pupils should be taught 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.

At Woodmansey, swimming provision is planned so pupils have opportunities to meet these requirements. Pupils who have not yet achieved the National Curriculum requirements are identified for additional support or booster provision where possible. Swimming attainment is monitored so that statutory reporting is accurate and pupils' water safety needs are understood.

ix. Wider Physical Activity and Enrichment

PE lessons are the core entitlement, but the school also promotes wider physical activity through active break times, lunchtime provision, fitness sessions, active learning, outdoor learning, clubs, competitions, sports days and links with external partners. These opportunities help pupils apply skills, find activities they enjoy and build positive habits.

Specialist coaches and partners may support provision, but they do not replace the school's responsibility for curriculum quality. External providers should strengthen staff confidence, enrich pupil experience and contribute to sustainable improvement. The school uses Sports Premium funding in line with current conditions of grant and publishes required reporting on the website.

5. Impact

By the end of primary school, pupils should have developed the competence, confidence and motivation to participate in a broad range of physical activities. They should be able to move with increasing control, apply skills in games and performances, understand rules and tactics, evaluate their own improvement and participate safely and respectfully.

Pupils should leave Woodmansey with:

- secure fundamental movement skills and increasing activity-specific competence
- confidence to participate in PE, sport and physical activity regardless of previous experience
- understanding of fair play, teamwork, respect, honesty, leadership and resilience
- knowledge of rules, strategies and tactics across different activity areas

- understanding of how physical activity supports health, wellbeing and personal development
- the ability to evaluate, refine and improve their performance
- positive memories of PE and a willingness to be active beyond school
- water confidence and, wherever possible, achievement of the swimming and water safety requirements

6. Assessment

FLiC (Framing Learning in Classrooms) is used to record and track pupils' attainment and progress against the curriculum objectives. Teachers update FLiC at appropriate points using practical evidence and their professional judgement. This information helps to identify next steps, inform future teaching and monitor the progress of individual pupils and groups over time.

Assessment should not overtake activity. It should be efficient, purposeful and rooted in what pupils know and can do. Teachers use Get Set 4 PE assessment tools, FLiC where appropriate, pupil voice, participation information and evidence from lessons to evaluate progress and inform future teaching.

Assessment Focus	Evidence may include
Motor competence	Quality of movement, control, coordination, fluency, accuracy, balance, timing, strength and application of skill.
Rules, strategies and tactics	Understanding of rules, decision-making, tactical explanation, teamwork, use of space, attacking and defending, sequencing or choreography.
Healthy participation	Safe practice, warm up/cool down understanding, fitness knowledge, stamina, self-regulation, respectful competition and water safety.
Personal development	Resilience, fairness, cooperation, leadership, communication, reflection and ability to give or receive feedback.

Pupil self-assessment and discussion remain important. Pupils should be encouraged to explain what has improved, what they found difficult, what advice helped them and what they will do next. This supports pupils to understand improvement as a process rather than a one-off outcome.

7. Leadership, Monitoring & Review

The PE Subject Leader supports the development of PE, sport and physical activity across the school. This includes curriculum review, monitoring of provision, staff support, analysis of assessment and participation, coordination of sports events, oversight of equipment, liaison with external partners and contribution to Sports Premium planning and reporting.

Monitoring may include:

- reviewing the long-term plan and unit coverage
- observing PE lessons and speaking with pupils
- reviewing assessment information and swimming data
- checking participation in clubs, competitions and enrichment opportunities
- monitoring inclusion, adaptive teaching and access for less active pupils
- reviewing equipment, risk assessments and safe practice
- evaluating the impact of Sports Premium spending and reporting to governors

The policy is reviewed regularly to ensure PE provision remains ambitious, inclusive, safe and aligned with school priorities and national expectations.

8. Health, Safety and Safe Practice

Safe practice is essential in all PE, sport and physical activity. Staff should follow school risk assessments, relevant off-site visit procedures, medical information and current Association for Physical Education safe practice guidance. Safety should enable participation rather than unnecessarily restrict it.

Core expectations include:

- pupils wear appropriate PE kit and footwear for the activity and surface
- long hair is tied back and clothing is safe for movement
- personal effects, including jewellery and watches, are removed before PE and sporting activity wherever possible
- religious or cultural items are discussed sensitively with families, but activity may be adapted where an item cannot be removed and risk remains
- equipment and apparatus are checked before use and defects are reported immediately
- pupils are taught how to lift, carry, place and use apparatus safely
- warm ups and cool downs are used appropriately and pupils understand why they matter
- medical needs, inhalers and first aid arrangements are known and accessible
- weather, surfaces, space, supervision and pupil grouping are considered before outdoor activity
- all off-site events, swimming and competitions follow the appropriate risk assessment and supervision procedures

The school promotes a no-jewellery approach for PE and sporting activity. Taping earrings is not considered a preferred control measure because it does not remove the underlying risk. Where removal is not possible, staff must assess the activity, adapt participation where necessary and communicate expectations clearly with parents.

9. Equality, Participation and Representation

Woodmansey values the individuality of every child. PE must be inclusive and ambitious for pupils regardless of sex, gender, ethnicity, disability, attainment, confidence, body image, background or prior sporting experience.

The school actively challenges stereotypes in sport and physical activity. Pupils should see boys and girls, disabled and non-disabled athletes, different body types and people from diverse backgrounds represented positively across PE, sport and physical activity. Grouping, roles and equipment should avoid reinforcing assumptions, for example boys always leading games or girls being given passive roles.

Selection for events and competitions should be transparent and aligned with the Sports Events Protocol. Competitive opportunities should sit within a wider model of participation so that all pupils have meaningful chances to represent the school, experience challenge and feel part of the sporting life of Woodmansey.

10. Subject-Specific Practice and Non-Negotiables

Lesson structure
Lessons should include preparation for activity, skill teaching, practice, refinement, application, evaluation and cool down where appropriate.

Participation
Pupils should be active for as much of the lesson as possible. Long queues, excessive teacher talk and low-participation drills should be avoided.

Fundamental movement skills
Running, jumping, throwing, catching, balance, coordination and agility should be revisited regularly and taught explicitly.

Feedback
Feedback should be specific to movement, tactics, safety, teamwork or improvement. Pupils should know what to refine next.

Competition
Competition should teach fairness, respect, resilience and rules as well as performance. Pupils should learn how to win and lose well.

Leadership
Pupils should have opportunities to lead warm ups, coach peers, officiate, plan tactics, organise groups and support others.

Equipment
Equipment should be ready before the lesson. Pupils should be taught how to use, move and store equipment safely.

Fitness
Fitness should be developed progressively and positively. Pupils should understand stamina, strength, flexibility and recovery in age-appropriate ways.

Swimming
Swimming records should be maintained so unmet water-safety needs can be identified and booster provision considered.

External coaches
Coaches should enhance provision, model strong practice and support sustainable improvement. School staff remain responsible for curriculum quality and pupil safety.