



Barley Fields

Primary School

Physical Education Curriculum Policy

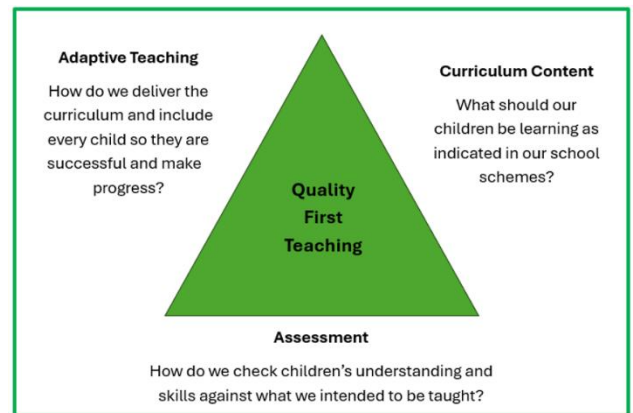
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1. Curriculum Statement

At Barley Fields Primary we have designed our PE curriculum based on a curriculum model by John Tomsett (2023).

Quality first teaching is the primary function of our school and we use a teaching model that includes an inter-relationship of three pedagogical aspects: **Subject Content, Adaptive Teaching and Effective Assessment.**

Subject content for PE is coherently planned and progressively sequenced for all subjects and meets the statutory requirements of the National Curriculum and more. Differentiated layers of curriculum planning are effective in supporting teaching and learning across the school and teaching resources have been created with a consideration of the foundational knowledge, vocabulary and skills children need to achieve well. Planned lesson content is sequential and extends/builds on previously taught knowledge and skills.



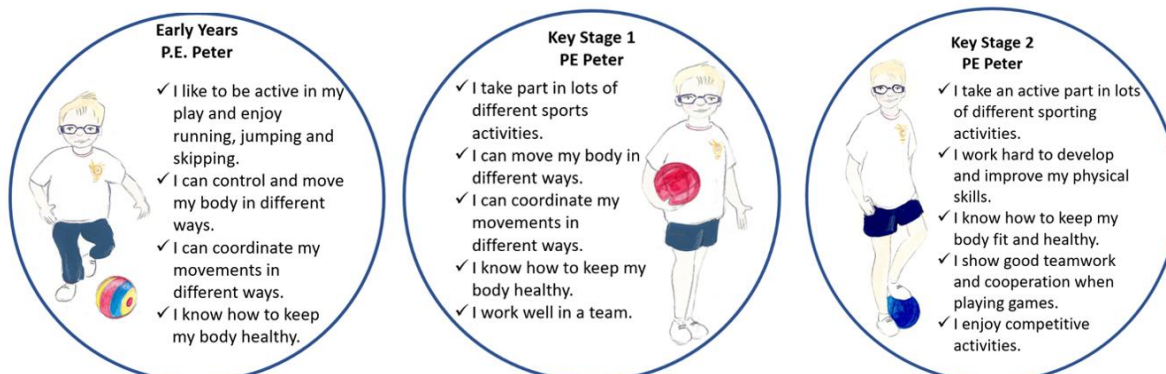
2. Intent: This is what we want for our children.

At Barley Fields, we aim to inspire a love of physical activity for every child, and we are committed to ensuring that our children lead healthy and active lifestyles with positive attitudes that go beyond their school years. We want our children's experience of PE to be exciting, motivating and fun, creating lifelong happy memories. At Barley Fields, we celebrate sporting success within school and recognise local and national sporting role models as we empower our children to strive for sporting excellence, become successful leaders or confident officials.

We aim to provide a curriculum that develops children's physical literacy and enhance their physical skills, promote social and emotional development and deepen their knowledge and understanding across a variety of sporting disciplines. Through our PE curriculum we want our children to develop core transferable life skills such as: resilience, respect, teamwork, leadership and determination. These principles are in line with our growth mind-set ethos and are linked to the School Games core values. We are dedicated to ensuring healthy minds, as well as bodies, with our children's well-being at the heart of everything we do. We are committed to listening to our children's wants and needs and provide them with a range of active experiences and clubs both in school and through links with our wider community.

We are proud to offer a curriculum informed by the latest research that undergoes constant reviews and updates to ensure its relevance and effectiveness. We are committed to offering our children a PE curriculum that prepares them for their future.

Our curriculum character is designed to represent the expected PE curriculum endpoints in each key stage. These endpoints are written in a child-friendly way and are shared regularly with the children to identify the core skills and knowledge needed to develop in physical activity and sport. The curriculum character for PE is 'PE Peter', whose image and skill set grows with the children as they move through school. Teachers use 'PE Peter' as a reference point for children to show what they should be able to do in PE in each key phase.



3. Roles and Responsibilities

The PE lead is responsible for:

- Formulating and updating the policy when appropriate
- Ensuring staff are aware of the policy's content and that it matches classroom practice as far as possible
- Assisting in the development and review of the progressive curriculum map – long term scheme of learning and the medium-term scheme plans.
- Ensuring curriculum progression ladders are shared and understood by staff.
- Monitoring and evaluating the implementation and impact of the P.E. curriculum
- Ensuring appropriate resources are available and regularly updating them within the limits of the school budget and according to needs
- Keep up to date with new developments in P.E. and attending relevant CPD
- Disseminating information, as it is received from any external source, to staff and children
- Encourage other members of staff in their P.E. teaching and give support where appropriate
- Ensure that P.E. maintains a strong profile within the school, through displays etc
- Keep a portfolio for P.E. that will include photographs of children at work, curriculum walk reports, examples of planning and examples of children's work
- Liaising with additional staff who run an extra-curricular P.E. club/enrichment activities.

Teachers are responsible for:

- Planning and delivering the P.E. curriculum in line with the school long term and medium-term schemes of work. This may be delegated to the PPA team or teaching enrichment staff.
- Delivering high quality and interactive teaching which facilitates progress in children's development of Physical skills and understanding of games.
- Accurately assessing pupil progress and attainment in line with school expectations.
- Maintaining a sample of P.E. teaching and learning within the Interactive Floor Book for the year group

4. Teaching Pedagogy and Curriculum

Our children follow a unique and progressive PE curriculum that supports their physical development, allows them to engage in competitive sports and activities and promotes healthy and active lifestyles from Early Years to Year 6.

We follow a carefully structured and rigorous PE curriculum that is supported by Complete PE guidance. Our curriculum is tailored to meet our children's needs and provides a comprehensive framework, aligned with the National Curriculum, to ensure children know more; do more and remember more as they progress through school.

Our curriculum is taught across seven main sporting strands:

- Gymnastics
- Dance
- Athletics
- Games
- Swimming
- Health Related Exercise
- Outdoor Adventurous Activities

Through our curriculum and the seven sporting strands, we embed children's physical, social, cognitive and emotional elements of development through progressive sequences of learning. In the Early Years, children's physical development is of high importance and is a prime area of the Early Years Statutory Framework. Children have daily opportunities to develop their gross and fine motor skills through play and experiences aimed at developing strength, co-ordination and

positional awareness. Throughout Key Stage One and Key Stage Two, we organise learning in PE through skills progression in each sporting strand. This enables our children to develop new skills and build upon them by following structured units throughout each phase. Our curriculum is 'skills rich' with a clear pathway to develop each individual to their maximum potential as we recognise that all children can achieve in sport.

All children enjoy 2 hours of structured PE a week. A large proportion of our PE curriculum is delivered by qualified teachers specialising in PE and sport coaches who are specialists in their fields. Our teaching and learning in PE is adaptive, interactive and practical which provides children with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams. The teaching of PE is enhanced through the use of carefully selected PE equipment and is delivered across a range of both outdoor and indoor facilities.

To increase opportunities and inspire children to be active, we enrich our PE curriculum with sporting activities after school and during lunchtimes. We work closely alongside the local School Sports Partnership and our children are given regular opportunities to engage in sports festivals, intra, and inter-school competitions.

In planning, the delivery of the curriculum will be differentiated to allow for children of all abilities.

The teaching pedagogy should be:

- Highly physical kinaesthetic.
- Accessible to *all* abilities with opportunities for each child to personally achieve, progress and excel.
- Relevant and topic based where relevant and appropriate.
- Contain regular opportunities for reflection, evaluation and assessment; both peer, self and teacher
- Enjoyable (for both children and teachers!)

5. Curriculum Progression

Early Years Foundation Stage

In the nursery and reception classes, children will explore and develop fundamental movement skills which are the basic movement patterns needed to support the development of more complex skills that a child will need throughout life. The three focus areas are:

Body management skills - These are the skills that involve balancing the body in motion and in stillness. These skills include balancing, rolling, swinging, climbing, bending and stretching. Children will become competent in their body management skills, allowing for further development of other fundamental movement skills.

Locomotor skills - Involves the transportation of the body. This can be in any direction as long as the body is moving from one point to another. Locomotor skills obviously involve several body parts and include walking, but they also include crawling, running, hopping, skipping, galloping and leaping.

Object control skills - Involves manipulating and controlling objects and implements. Children will use bean bags, ribbons, balls, bats and many more objects to develop pulling, pushing, rolling, stopping, throwing and catching skills.

Supporting a child to build their skills in all three of these areas will help them to have the base-level skills that are needed before they can develop more complex movement skills to competently participate in sports and other physical activities.

Key Stage 1

In Key Stage 1, children will further develop their physical literacy by further growing their fundamental movement skills. As children move through the key stage they will be improve their strength, balance, co-ordination and body awareness through fun and engaging activities. During this key stage, PE is about fostering positive attitudes towards physical activity, building basic motor skills, and ensuring that children have fun while being active. The focus is on exploration, creativity, and developing the foundation for more complex physical activities in later years.

Key Stage 2

PE in Key Stage 2 builds on the foundation laid in KS1, offering more specialised, structured, and skill-focused activities that challenge students to become more proficient in a variety of physical tasks. As children move into key stage 2, they

will have acquired strong fundamental movement skills to allow them to refine sport specific skills with increased complexity. In addition to refining physical skills there is a strong focus on tactics, strategy and teamwork which encourages children to become confident learners in all aspects of their personal development.

6. Assessment

Assessment forms an integral part of teaching and learning in P.E. At Barley Fields we assess all aspects of a child's progress in physical Activity and PE. We have created "whole child success outcomes" to allow children to show progress in a variety of ways and to assess holistically. There are 4 key areas of assessment:

- Physical (Competence)
- Cognitive (Participation)
- Social (Communication & Participation)
- Emotional/Well-being (Participation & Performance)

This is done formatively as part of the adaptive teaching model used in school; observing children engaged in activity and tracking their achievement of objectives as set out on our curriculum maps.

Teachers assess the children's work in P.E. by making informal judgements as they observe them during lessons and by completing formal assessments of their work, gauged against specific end points set out for each year group and age-related expectations using the SONAR system. Summative assessments are reported on SONAR annually for whole school analysis and tracking of pupil progress.

7. Inclusion - Equal Opportunities and SEND

All children will be treated equally and will be given equal access to the PE Curriculum irrespective of gender, ethnic origin, disability, culture or socio-economic background. All children will be treated with respect and spoken to in a positive manner.

The curriculum will be adapted according to the needs of the children. If a child needs specialist equipment or software to access the curriculum, the school will, when practically possible, source the appropriate equipment.

If a child has an EHCP plan and is not able to access the curriculum at the same level as his/her peers, then provision will be made for the child to access the curriculum at their own level.

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

At Barley Fields Primary children with a particular interest or aptitude in P.E. can be given the opportunity to extend their education in a variety of ways such as joining a club. Children experiencing difficulties can be given extra encouragement by working in a small group with the teacher.

8. Resourcing

We have an extensive range of P.E. materials and resources that are located in central cupboards and outside. Please contact the PE lead if you require anything additional.

9. Monitoring and Evaluation

The monitoring of the standards of children's achievement and the quality of teaching in PE is the responsibility of the subject lead. To monitor and evaluate the curriculum provision and outcomes in PE the subject leads will:

- Support teachers via explaining the progressive curriculum map, discussing the key concepts in P.E., co-planning, team teaching, observing and giving feedback
- Monitoring the delivery of medium-term planning against the progression contained in the curriculum map. Engaging in monitoring strategies such as work sampling, pupil voice review and lesson observations.

- Review and advise the SLT on P.E. resource provision.
- Works co-operatively with the SENDCo to provide support for children with SEND.
- Discuss regularly with the Head Teacher the progress with implementing this policy in the school.
- Maintain samples of work collated from Year Group Interactive Floor books into a portfolio of work for P.E..

Health and Safety

At Barley Fields Primary children are taught how to use P.E. equipment in accordance with the health and safety guidelines.

- Equipment is maintained to meet the agreed safety standards.
- Children will be supervised in the movement of large equipment and materials
- Children will wear appropriate PE kit when engaged in lessons
- Children will not wear jewellery or will have jewellery covered.
- Children who are unable to participate in PE for any reason should provide a written letter from an adult at home.
- It is the responsibility of staff to ensure that PE equipment is stored securely and tidily after use.
- Staff should ensure that the children are aware of the dangers of continuous use (e.g. Eye/wrist strain etc).

Policy Monitoring and review

This policy will be reviewed at least every two years.

Any questions or concerns regarding this policy should be made to the Head Teacher or the PE lead.