



# Inspire Education Trust

Together we achieve, individually we grow

## Physical Education Policy

---

**Policy Date:** 1<sup>st</sup> September 2024

**Review Date:** 1<sup>st</sup> September 2026

## Document History

Version	Status		Date	Author	Summary Changes
V1			01/09/2024	Mathew Thomas (Trust Curriculum and Teaching and Learning Lead)	New policy

## Contents

1. Aims .....	4
2. Health and Safety.....	5
3. Primary PE and Sports Premium.....	6
4. Extra Curriculum PE Activities/Links with Parents and the Community.....	6
5. Physical Education Curriculum Planning .....	8
6. Adaptive Teaching .....	<b>Error! Bookmark not defined.</b> 10
7. Assessment in Physical Education.....	10
8. Monitoring.....	11
9. Physical Education in Early Years .....	11
10. Equal Opportunities .....	12
11. Roles and Responsibilities .....	12
12. Review .....	12

The Physical Education Curriculum at Inspire Education Trust provides children with memorable, ambitious, exciting and relevant learning opportunities designed to develop motor competence, rules strategies and tactics, as well as encouraging healthy participation across a range of physical education areas, disciplines and sports. Through regular participation in physical education, we aim for our children to participate and perform with increasing competence and confidence in a range of activities and sports. Building engagement in physical activity for sustained periods of time as well as developing confidence and excellence across a variety of sports is a common goal throughout our Physical Education Provision.

In addition to developing physical knowledge and skills, the Inspire Physical Education Curriculum aims to build an awareness of the 'positive mental health' benefits of regular exercise and activity and promotes the idea of leading a healthy, active life. Character building, self-improvement and teamwork skills in competitive sport are widely promoted across the Inspire Physical Education Curriculum.

Inspire Education Trust uses the 2014 Primary National Curriculum programmes of study as a base for the Physical Education curriculum. We go one step further by incorporating the importance of increased Physical Education on children's mental health and well-being.

The curriculum is organised into eight Physical Education Areas from

- **Hit, Catch, Run**- made up of Rounders and Cricket
- **Attack, Defend, Shoot**- made up of Football, Netball, Hockey and Tag Rugby
- **Send and Return**- made up of Netball, Basketball and Tennis  
(Handball- Clifford Bridge Academy)
- **Athletics**
- **Swimming**
- **Outdoor Adventure Activity**
- **Dance**
- **Gymnastics**

## 1. AIMS

The aims of the Physical curriculum at Inspire are:

- To build an awareness of the 'positive mental health' benefits of regular exercise and activity
- To promote the idea of leading a healthy, active life
- To develop physical knowledge and skills
- To participate and perform with increasing competence and confidence in a range of activities/sports
- To build engagement in physical activity for sustained periods of time
- To promote character building, self-improvement and teamwork skills in competitive sport
- To develop confidence and excellence across a variety of sports

## 2. Health and Safety

Everyone has a duty under health & safety guidelines to ensure Physical Education activities are carried out with due regard to the safety of staff and children in line with the Trust's Health & Safety Policies. Advice can be sought from the Trust's designated Health and Safety Officer. All staff are signposted to the Trust's Health and Safety Policy on the Inspire Education Trust's website.

Health and good safe practice are always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

### PE Kit

Children are encouraged to wear appropriate PE clothing. Shorts/jogging bottoms, white t-shirts and sensible footwear for outdoor activities are recommended. Children are encouraged and regularly reminded to bring P.E kits. Although children are bare-footed for certain PE lesson, for example gymnastics, they must bring their shoes to the lesson and leave them at the side in case of a fire emergency. Children are also reminded to tie up medium/ long hair when participating in physical activity, and wear stud earrings.

### Swimming and Water Safety

Children are taught to: swim competently, confidently and proficiently over a distance of at least 25 metres by the end of KS2. Within the swimming provision provided, children are expected to demonstrate a range of strokes effectively and also perform safe self-rescue in different water-based situations

Moreover, the safety of the children whilst attending swimming venues is of utmost importance to all school adults who also attend as well as being of utmost importance to the swimming instructors. Both the school and the lead swimming instructor will regularly consult to ensure that personalised plans and/or arrangements for identified children according to need are put into place appropriately, such as use of individual risk assessments on a case by case basis.

### Weather

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

### Hygiene

Children are taught about the body changes that occur when they exercise along with recognition of the short- and long-term effects of exercise on the body.

### Staff dress

It is important that staff should consider their own and their children's' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.

### 3. Primary PE and Sports Premium

Inspire Education Trust uses the Primary PE and Sports Premium to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. Each of our Academies uses the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your academy already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit children joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the academies' budget should fund these.

Across Inspire Education Trust, our academies publish details of how they spend this funding, including any under-spend from 2021/2022, as well as documenting the impact it has had on children's PE and sport participation and attainment. Further information is to be found on academy specific websites.

### 4. Extra- Curricular PE Activities / Links with Parents and the Community

Teaching staff are supported to broaden the experiences for the children within Physical Education units through encouraging children to take part in extra curriculum PE sports clubs. These are shared with parents and the wider academy community. When relevant, visitors and shared experiences of the wider academy community are used to further enrich the learning experiences, for example, involvement with parents and cross-academy links,

Children's achievements are celebrated regularly through academy websites, academy newsletters, displays in classrooms and shared areas, and in assemblies where children are encouraged to share their knowledge and skills with the rest of the academy.

In addition to this, we involve parents and the wider community in the following ways:

- Curriculum letters to parents are sent at the start of each term, outlining key information about the term's Physical Education unit;
- Families are invited (as and when appropriate) to support the children during their participation in extra-curricular PE events and competitions, such as Sports Day.

#### Core Physical Education Knowledge

The Inspire Physical Education Curriculum builds children's knowledge of study across three conceptually distinctive but functionally connected pillars of progression:

- Motor Competence
- Rules, Strategies and Tactics
- Healthy Participation

#### Core Physical Education Skills

Skills across all aspects of Physical Education are taught within and across the curriculum units. Eight Physical Activities are taught across the Physical Education curriculum and progression in these skills is supported through a Physical Education Progression Strand Tracker which identifies age-related expectations for each sport or physical activity:

- Attack, Defend, Shoot
- Send and Return
- Hit, Catch, Run
- Athletics
- Swimming
- OAA
- Dance
- Gymnastics

Activity	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Running	Can run for short distances	Can run for short distances	Can run for short distances	Can run for short distances	Can run for short distances	Can run for short distances	Can run for short distances
Jumping	Can jump over a low hurdle	Can jump over a low hurdle	Can jump over a low hurdle	Can jump over a low hurdle	Can jump over a low hurdle	Can jump over a low hurdle	Can jump over a low hurdle
Throwing	Can throw a ball	Can throw a ball	Can throw a ball	Can throw a ball	Can throw a ball	Can throw a ball	Can throw a ball
Catching	Can catch a ball	Can catch a ball	Can catch a ball	Can catch a ball	Can catch a ball	Can catch a ball	Can catch a ball
Striking	Can strike a ball	Can strike a ball	Can strike a ball	Can strike a ball	Can strike a ball	Can strike a ball	Can strike a ball
Netball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball
Football	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball
Basketball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball
Badminton	Can hit a shuttlecock	Can hit a shuttlecock	Can hit a shuttlecock	Can hit a shuttlecock	Can hit a shuttlecock	Can hit a shuttlecock	Can hit a shuttlecock
Table Tennis	Can hit a ball	Can hit a ball	Can hit a ball	Can hit a ball	Can hit a ball	Can hit a ball	Can hit a ball
Tennis	Can hit a ball	Can hit a ball	Can hit a ball	Can hit a ball	Can hit a ball	Can hit a ball	Can hit a ball
Hockey	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball
Rugby	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball	Can pass, catch and shoot a ball
Golf	Can hit a ball	Can hit a ball	Can hit a ball	Can hit a ball	Can hit a ball	Can hit a ball	Can hit a ball
Swimming	Can swim for short distances	Can swim for short distances	Can swim for short distances	Can swim for short distances	Can swim for short distances	Can swim for short distances	Can swim for short distances

### 'Out of School Hours' Provision:

Depending on the time of the year and linkage to the PE LTP, Inspire Education Trust provides opportunities for children in wide variety of Physical Education sports and activities. These after academy clubs are updated and changing according to the interests of the children. After academy clubs are available for children to attend from Reception to Year 6 and if required there is a subsidiary available where finance may be an issue. All sports clubs are open to both girls and boys and are delivered by qualified coaches or teachers who deliver high quality lessons. The provision of 'Out of Academy Hours' sports clubs is reviewed annually and registers are kept to ensure opportunities are provided for all children

### External Providers:

To further increase opportunities and inspire children to be active, we regularly source 'Outside Providers' to deliver high quality PE lessons/ sessions both within and outside of the academy day. These sessions provide our children with expertise in the teaching of Physical Education as well as providing valuable upskilling of teacher competences for future delivery of high-quality lessons. All visitors are expected to work within the framework of this policy.

All visitors/coaches who attend Academy are expected to have an up-to- date DBS and provide this along with photographic I.D (passport/driving licence) on arrival for their session. Documentation should be checked by Admin. Staff, prior to entry.

This policy should be made available to visitors if reasonably practicable.

## 5. PHYSICAL EDUCATION CURRICULUM PLANNING

**Long Term Plans:** These take the form of a Curriculum Overview which gives the overview of what Physical Education units will be taught in each year group. These are bespoke to individual Academies to link in with local contexts such as sports and physical activity interest within locality. The long-term plan below shows how coverage of the eight areas of the Physical Education Curriculum is organised spirally from Nursery to Year 6 through a focus on revisiting PE skills through additional complexity as children progress through the PE curriculum.

	Dance	Attack, Defend, Shoot	Send and Return	Hit, Catch, Run	Athletics	Swimming	OAA
<b>Gymnastics</b>	EYFS - 3 KS1 - 4 LKS2 - 3 UKS2 - 3	EYFS - 0 KS1 - 5 LKS2 - 8 UKS2 - 8	EYFS - 0 KS1 - 2 LKS2 - 1 UKS2 - 1	EYFS - 0 KS1 - 3 LKS2 - 2 UKS2 - 2	EYFS - 3 KS1 - 4 LKS2 - 2 UKS2 - 2	EYFS - 0 KS1 - 0 LKS2 - 2 UKS2 - 2 (+1 top up only)	EYFS - 1 KS1 - 2 LKS2 - 2 UKS2 - 2
Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	<b>Space</b> Taught and practised through Continuous Provision • Rules and boundaries • Avoiding obstacles • Co-ordinating space through play		<b>Balance</b> Taught and practised through Continuous Provision • Co-ordinating balance • Climbing safely • Developing balance with control and movement		<b>Travel</b> Taught and practised through Continuous Provision • Travelling in different ways • Transitional travel • Developing physical sequences of patterns and movements		
Reception	<b>Body Management</b> PE Hub Reception Body Management Unit 1 (to be taught through CP)	<b>Dance</b> PE Hub Reception Dance Unit 1 (to be taught through CP)	<b>Gymnastics</b> PE Hub Reception Gymnastics Unit 1 (PE lessons begin in the hall once a week)	<b>Manipulation &amp; Coordination</b> PE Hub Reception Manipulation & Coordination Unit 2	<b>Speed, Agility, Travel</b> PE Hub Reception Speed, Agility, Travel Unit 2	<b>Cooperate &amp; Solve Problems OAA</b> PE Hub Reception Cooperate & Solve Problems Unit 1	
Year 1	<b>Dance</b> PE Hub Year 1 Dance Unit 1	<b>Gymnastics</b> PE Hub Year 1 Gymnastics Unit 1	<b>Dance [Theme-linked]</b> PE Hub Year 1 Dance Unit 2	<b>Gymnastics</b> PE Hub Year 1 Gymnastics Unit 2	<b>OAA</b> PE Hub Year 1 OAA	<b>Athletics</b> PE Hub Year 1 Run, Jump, Throw Unit 3	
	<b>Athletics</b> PE Hub Year 1 Run, Jump, Throw Unit 1	<b>Hit, Catch, Run</b> PE Hub Year 1 Hit, Catch, Run Unit 1	<b>Attack, Defend, Shoot</b> PE Hub Year 1 Attack, Defend, Shoot Unit 1	<b>Attack, Defend, Shoot</b> PE Hub Year 1 Attack, Defend, Shoot Unit 2	<b>Send and Return</b> PE Hub Year 1 Send & Return Unit 1	<b>Hit, Catch, Run</b> PE Hub Year 1 Hit, Catch, Run Unit 2	
Year 2	<b>Gymnastics</b> PE Hub Year 2 Gymnastics Unit 1	<b>Dance</b> PE Hub Year 2 Dance Unit 1	<b>Gymnastics</b> PE Hub Year 2 Gymnastics Unit 2	<b>Dance [Theme-linked]</b> PE Hub Year 2 Dance Unit 2	<b>OAA</b> PE Hub Year 2 OAA	<b>Athletics</b> PE Hub Year 2 Run, Jump, Throw Unit 2	
	<b>Athletics</b> PE Hub Year 2 Run, Jump, Throw Unit 1	<b>Football</b> PE Hub Year 2 Attack, Defend, Shoot	<b>Hockey</b> PE Hub Year 2 Attack, Defend, Shoot	<b>Netball</b> PE Hub Year 2 Attack, Defend, Shoot	<b>Tennis</b> PE Hub Year 2 Send & Return Unit 1	<b>Hit, Catch, Run</b> PE Hub Year 2 Hit, Catch, Run Unit 1	
Year 3	<b>Swimming</b> PE Hub Beginner Swimming	<b>Hockey</b> PE Hub Year 3 Hockey (shorter weekly sessions)	<b>Football</b> PE Hub Year 3 Football	<b>Tag Rugby</b> PE Hub Year 3 Tag Rugby	<b>Athletics</b> PE Hub Year 3 Athletics	<b>Netball</b> PE Hub Year 3 & 4 Netball	
	<b>OAA</b> PE Hub Year 3 OAA	<b>Attack, Defend, Shoot</b> PE Hub Year 3 Attack, Defend, Shoot	<b>Attack, Defend, Shoot</b> PE Hub Year 3 Attack, Defend, Shoot	<b>Attack, Defend, Shoot</b> PE Hub Year 3 Attack, Defend, Shoot	<b>Attack, Defend, Shoot</b> PE Hub Year 3 Attack, Defend, Shoot	<b>Attack, Defend, Shoot</b> PE Hub Year 3 & 4 Attack, Defend, Shoot	
Year 4	<b>Dance</b> PE Hub Year 4 Dance Unit 1	<b>Gymnastics</b> PE Hub Year 4 Gymnastics Unit 1	<b>Dance [Theme-linked]</b> PE Hub Year 4 Dance Unit 2	<b>Gymnastics</b> PE Hub Year 4 Gymnastics Unit 2	<b>Basketball</b> PE Hub Year 4 Basketball	<b>Athletics</b> PE Hub Year 4 Athletics	
	<b>OAA</b> PE Hub Year 4 OAA	<b>Football</b> PE Hub Year 4 Football	<b>Tag Rugby</b> PE Hub Year 4 Tag Rugby	<b>Hockey</b> PE Hub Year 4 Hockey	<b>Tennis</b> PE Hub Year 3 & 4 Tennis	<b>Rounders</b> PE Hub Year 3 & 4 Rounders	
Year 5	<b>Swimming</b> PE Hub Intermediate Swimming	<b>Hockey</b> PE Hub Year 5 Hockey (shorter weekly sessions)	<b>Football</b> PE Hub Year 5 Football	<b>Tag Rugby</b> PE Hub Year 5 Tag Rugby	<b>Netball</b> PE Hub Year 5 & 6 Netball	<b>Cricket</b> PE Hub Year 5 & 6 Cricket	
	<b>OAA</b> PE Hub Year 5 OAA	<b>Attack, Defend, Shoot</b> PE Hub Year 5 Attack, Defend, Shoot	<b>Attack, Defend, Shoot</b> PE Hub Year 5 Attack, Defend, Shoot	<b>Attack, Defend, Shoot</b> PE Hub Year 5 Attack, Defend, Shoot	<b>Attack, Defend, Shoot</b> PE Hub Year 5 & 6 Attack, Defend, Shoot	<b>Attack, Defend, Shoot</b> PE Hub Year 5 & 6 Attack, Defend, Shoot	
Year 6	<b>Gymnastics</b> PE Hub Year 6 Gymnastics Unit 1	<b>Dance</b> PE Hub Year 6 Dance Unit 1	<b>OAA</b> PE Hub Year 6 OAA	<b>Gymnastics</b> PE Hub Year 6 Gymnastics Unit 2	<b>Athletics</b> PE Hub Year 6 Athletics	<b>Dance [Theme-linked]</b> PE Hub Year 6 Dance Unit 2	
	<b>Football</b> PE Hub Year 6 Football	<b>Hockey</b> PE Hub Year 6 Hockey	<b>Tag Rugby</b> PE Hub Year 6 Rugby	<b>Basketball</b> PE Hub Year 5 & 6 Basketball	<b>Tennis</b> PE Hub Year 5 & 6 Tennis	<b>Rounders</b> PE Hub Year 5 & 6 Rounders	
	<b>Attack, Defend, Shoot</b> PE Hub Year 6 Attack, Defend, Shoot	<b>Attack, Defend, Shoot</b> PE Hub Year 6 Attack, Defend, Shoot	<b>Attack, Defend, Shoot</b> PE Hub Year 6 Attack, Defend, Shoot	<b>Attack, Defend, Shoot</b> PE Hub Year 5 & 6 Attack, Defend, Shoot	<b>Attack, Defend, Shoot</b> PE Hub Year 5 & 6 Attack, Defend, Shoot	<b>Attack, Defend, Shoot</b> PE Hub Year 5 & 6 Attack, Defend, Shoot	

**Medium Term Plans:** These take the form of Knowledge Organisers on the PE Hub website, which is a high-quality PE planning resource which documents the lesson content, skill progression linked to our Inspire PE long term plan. These medium-term plans provide information about:

- National Curriculum coverage
- Prior Learning
- Key vocabulary
- Equipment
- The Learning intentions for the lesson

**Knowledge Organiser: Year 1 Gymnastics Unit 1**

**Prior Learning:** Experienced jumping (taking off and landing). Developed some concept of space and use of space. Developed confidence in fundamental movements.

**Equipment needed:** Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes.

**Key Vocabulary/Skills**

- Refine shapes and jumps to improve coordination.
- Carrying equipment safely.
- Magic Chair.
- Body Tension.
- Linking movements.

**Unit Focus:** Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry basic apparatus. Recognise like actions and link them.

**Head:** Use words such as rolling, travelling, balancing, climbing.


**Hand:** Recognise like actions and link them together.

**Heart:** Value other's efforts when they perform; watch and listen.

**Key Questions:**

1. How many different travel actions can you think of?
2. How can you show good body tension?
3. How do we land safely?

**Concept:** Magic chair = safely landing a jump from increasing height by bending knees to absorb impact and extending arms for balance. Landing in what resembles a seated position.





Short Term Plans – These take the form of individual PE lesson plans on the PE Hub website, which document the lesson content, skill progression linked to our Inspire PE long term plan. These short-term plans also provide further information on:

- Physical Education Teaching Points
- Success Criteria for breaking the PE skills down further
- Key Questions to support skill progression

Year 1, Gymnastics, Unit 1 Lesson 1			
<b>Learning Intention</b> 1. Be able to choose and fit the actions. 2. Use the term 'like actions'. 3. Choose their colour. 4. Use jumps, kick and then together, and finally roll. <b>Skill Development:</b> Rolling shapes and jump to improve coordination.	<b>Planner Activity</b> <b>'Musical Jumps'</b> Using 4-6 mats with a strong beat, get the pupils to move around the mats in time to the music, encouraging them to express themselves freely to the music, but give pupils some partners, such as big steps, then steps, moving on to the ground moving high in the same direction. Introduce different jumps like: straight, tuck, half heel (always taking off and landing with 2 feet together). When you call out the name of a jump, pupils must stop and perform that jump three times, then continue moving. <b>Extension:</b> Pupils must come up with their own 'focustop' jump. Encourage the pupils to think about what would make a jump too good (e.g. powerful, good rhythm, tricky to do, easy to perform).	<b>We are learning:</b> to perform 3 'like actions' in a sequence.	<b>Key Questions</b> 1. How can we jump together and further? 2. How can we make sure we roll in a straight line when performing a 'focustop'? 3. Can you think of other 'like actions'?
<b>Success Criteria</b> 1. I can perform three different jumps and three different rolls. 2. I can describe what 'like actions' mean. 3. I can perform three like actions (kick together and repeat the action again).	<b>Skill Development</b> <b>Introducing and Refining Simple Skills</b> Set out four or five mats in each group. This will give you the chance to assess several children simultaneously, and give them some supporting items to improve, with the remainder of the group can learn by watching others. <b>Observation:</b> Select up to 10 pupils to see how successfully they can perform roll and position the class so that they can see the teacher and the pupil side on in both.		
<b>National Curriculum Links</b> become increasingly confident and competent at core movements.	<b>Teaching Points</b> <b>Roll:</b> Sit on a stable position with feet placed behind knees, keep back straight, roll onto one shoulder, start on the roll to spring sideways onto the back and other shoulder. Remain holding on to the back of knees and return to stable.		

As with curriculum planners, personalisation of delivery takes place as appropriate at individual academy level, in order to best match the learning needs of individual cohorts of children.

Intra Sports: Mass participation for all our children:

In addition to 'core PE lessons', children are also given the opportunity to take part in an additional mass participation 'Intra Sports' PE event across Inspire Education Trust once per school year. This links closely to an identified area of PE taught and practised within that Year Group.

<b>Gymnastics</b>	<b>Dance</b>	<b>Attack, Defend, Shoot</b> Football, Netball, Hockey, Tag, Rugby	<b>Send and Return</b> Tennis, Handball	<b>Hit, Catch, Run</b> Cricket, Rounders	<b>Athletics</b>
-------------------	--------------	---	--	---	------------------

Intra-sports competitions have been selected to cater for the mass participation of PE activities and sports across Years 1-6 so that each child has the chance to participate at a sports event in each of the different PE areas referred to in our spiral curriculum. Swimming and OAA have been omitted from the intra sports coverage plan due to additional opportunities provided within the overall curriculum provision. For example, OAA through residential visits and swimming through additional swimming top-up sessions within UKS2

This reinforces our belief that 'PE is for everyone' and providing engaging, ambitious and memorable learning experiences for our children within PE.

School Games/ Clubs:

At Inspire we are committed to making sure that PE is for all children and every academy within the trust are striving to obtain a School Games Mark as this shows the academy's dedication to PE as a subject across the school. The School Games Mark is an award scheme that rewards and recognises school's engagement in School Games against a national benchmark and celebrates keeping young people active.

## 6. Adaptive Measures

Adaptive teaching is completed by class teachers based on their knowledge of the children within their classes, and those children's needs. A range of strategies are used when fit-for-purpose to support children's access to learning and provide additional challenge, including task, grouping and use of resources. The knowledge and skills Strand Trackers are used by teachers and leaders to ensure appropriate adaptation of the core knowledge and skills within learning focuses. Teachers are able to track back to lower year groups to support children who are not yet working at age-related expectations, as well as to track forwards to challenge more able learners in a particular skill.

Core Skill:	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 6+
<b>Athletics - Running</b>		<ul style="list-style-type: none"> <li>Start on the whistle / on 'Go'</li> </ul>	<ul style="list-style-type: none"> <li>Run in a straight line at different speeds</li> <li>Change direction when running</li> <li>Begin to use arms and knees when running</li> <li>Slow down and stop at a given point</li> </ul>	<ul style="list-style-type: none"> <li>Use arms and knees to add power when running</li> <li>Slow down to negotiate an obstacle</li> <li>Run at a steady pace for at least 2 minutes</li> <li>Stay in a lane when running</li> </ul>	<ul style="list-style-type: none"> <li>Change pace with control when running</li> <li>Begin to use opposite arm to leg movement when running</li> <li>Begin to select appropriate pace for distance when running</li> <li>Maintain speed when running over an obstacle e.g. hurdle</li> <li>Run at a steady pace for at least 2 minutes</li> </ul>	<ul style="list-style-type: none"> <li>Use opposite arm to leg movement when running</li> <li>Select appropriate pace for distance when running</li> <li>Accelerate by lifting knees to waist level</li> <li>Run at a steady pace for at least 3 minutes</li> <li>Receive a baton facing the carrier</li> </ul>	<ul style="list-style-type: none"> <li>Maintain a good posture whilst running e.g. head up, back straight</li> <li>Sustain pace over longer and shorter distances</li> <li>Run at a steady pace for at least 4 mins</li> <li>Perform a baton exchange in a given area</li> <li>Receive a baton in a relay when facing away from the carrier</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use the crouched start position to start a sprint</li> <li>Accelerate by keeping head and shoulders down</li> <li>Run at a steady pace for at least 5 minutes</li> <li>Exchange the relay baton successfully in a restricted zone whilst moving</li> </ul>	<ul style="list-style-type: none"> <li>Co-ordinate the three different phases of the crouched start position</li> <li>Use power from the knee in a sprint start</li> <li>Run at a steady pace for at least 8 minutes</li> <li>Adjust stride length to run on a bend/curve</li> </ul>
<b>Athletics - Throwing</b>			<ul style="list-style-type: none"> <li>Throw a range of objects (e.g. beanbag, small sponge ball, team javelin)</li> </ul>	<ul style="list-style-type: none"> <li>Begin to throw using an overarm throw</li> </ul>	<ul style="list-style-type: none"> <li>Throw using an overarm throw</li> <li>Begin to rotate hips to add power to</li> </ul>	<ul style="list-style-type: none"> <li>Choose an appropriate throw for the distance required</li> </ul>	<ul style="list-style-type: none"> <li>Use power from feet / body to push with force (e.g. throwing a shot put)</li> <li>Maintain an extended elbow</li> </ul>	<ul style="list-style-type: none"> <li>Use power from feet/body to push with force (e.g. shot put, discus)</li> </ul>	<ul style="list-style-type: none"> <li>Release object at the optimum time and highest point (e.g. javelin, discus)</li> <li>Use arm to 'follow'</li> </ul>

Within all Physical Education lessons, teachers plan for appropriate access for children identified as SEND, ensuring children benefit from the broad and balanced curriculum at a suitable challenge level for all.

## 7. ASSESSMENT IN PHYSICAL EDUCATION

Throughout all Physical Education units, there is regular formative assessment as well as retrieval practice strategies used by teachers to activate prior learning, and revise and consolidate core knowledge. Strategies used include, practical physical activity assessment activity, true or false activities and group discussion and reflection on motor skills, following and use of rules, strategies and tactics, etc...

At the end of each Physical Education unit, children are informally assessed by teachers in relation to the core skills of that Sport or Physical activity. Gaps in learning and next steps are also identified, so to inform personalisation of future Physical Education short-term planning. This might be for particular individuals or groups of children.

Additional ongoing assessment includes:

- Questioning and discussion;
- Observation of children's motor competences
- Observation of children's use of rules, strategies and tactics

- Checking and ensuring that all children participate in Physical Activity
- Peer- and Self-assessment.

## 8. MONITORING

Planning: Long- term planning is provided for staff by the Trust Curriculum Team, bespoke to individual Academy context. Medium and Short-term planning is currently provided by PE Hub. Adaptation and academy-based personalisation, is monitored on an on-going cycle throughout the year by the PE Leader, Senior Leadership Teams, and alongside the Trust Curriculum team as and when appropriate.

Pupil Voice: As part of regular pupil voice activities, children are invited to share their work and their views on the Physical Education curriculum with the Head Teacher or members of the Academy Leadership team.

Learning Walks, Lesson Observations: These take place as part of the cycle of academy self-evaluation and monitoring.

## 9. PHYSICAL EDUCATION IN EARLY YEARS

The Early Years Foundation Stage delivers Physical Education content through the 'Physical Development' strand of their bespoke curriculum. This involves focusing on gross motor skills through the children negotiating space and obstacles safely, with consideration for themselves and others. Strength, balance and co-ordination when playing are also demonstrated and modelled to the children regularly. Moving energetically, such as running, jumping, dancing, hopping, skipping and climbing are also focused on within continuous provision activities as well as through structured PE sessions.

Through our bespoke EYFS PE Curriculum, the children focus on key physical attributes each term/ half term, which have been carefully selected according to physical stage and age. Please see the example below.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<b>Space</b>		<b>Balance</b>		<b>Travel</b>	
	Taught and practised through Continuous Provision: • Rules and boundaries • Avoiding obstacles • Co-ordinating space through play		Taught and practised through Continuous Provision: • Co-ordinating balance • Climbing safely • Developing balance with control and movement		Taught and practised through Continuous Provision: • Travelling in different Ways • Transitional travel • Developing physical sequences of patterns and movements	
<b>Reception</b>	<b>Body Management</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Manipulation &amp; Coordination</b>	<b>Speed, Agility, Travel</b>	<b>Cooperate &amp; Solve Problems OAA</b>
	PE Hub Reception Body Management Unit 1 (to be taught through CP)	PE Hub Reception Dance Unit 1 (to be taught through CP)	PE Hub Reception Gymnastics Unit 1 (PE lessons begin in the hall once a week)	PE Hub Reception Manipulation & Coordination Unit 2	PE Hub Reception Speed, Agility, Travel Unit 2	PE Hub Reception Cooperate & Solve Problems Unit 1

The children have a regular timetabled Physical Education slot in Reception which is aligned to the Long- Term PE plan shown above which focuses on either a sport or physical activity each half term.

Children are assessed against Early Learning Goals at the end of their Reception year

## 10. EQUAL OPPORTUNITIES

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children will be given the opportunity to learn the Physical Education Curriculum in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. All lessons are differentiated appropriately to meet the needs of all learners. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEND).

## 11. ROLES AND RESPONSIBILITIES

The Trust's Curriculum Team, the Head of Education, Primary, and Trust Standards Committee have overall responsibility for the Physical Education Curriculum. They are responsible for overseeing the delivery of the Physical Education Curriculum and are supported by members of each academy's Senior Leadership Team through:

- Regular formal and informal discussions with staff;
- Monitoring planning to ensure curriculum coverage and accurate pitch;
- Observing learning and teaching to ensure quality teaching of knowledge and skills;
- Regular reviews of the curriculum through staff and pupil questionnaires and open dialogue;
- Making changes where necessary;
- Speaking with the children about their learning and enjoyable of Physical Education; both within and outside of the academy day.

All teaching staff are responsible for the personalising of planning and delivery of the Physical Education curriculum and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

## 12. REVIEW

This policy will be reviewed in line with the Trust Improvement Plan.

**Written By:** Mathew Thomas September 2024

**Reviewed:**

**Next Review Date:** September 2026

**Approved by Directors:** 4 October 2024

Signed:



---

Lois Whitehouse  
CEO



---

Nicky Aston  
Chair of Trust Standards