



Riversdale Primary School

"A nurturing, ambitious and values led school."

Physical Education Policy

Date: 20th September 2025

Review Date: 19th September 2028



“PE is the place where all children and young people have the opportunity to learn about their bodies and human movement in a way that can contribute to finding meaning and expressing their own particular identity”

Article 28:
You have the right to education.

Article 29:
You have the right to education which develops your personality, respect for other’s rights and the environment.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2013) ‘National curriculum in England: physical education programmes of study’
- DfE (2017) ‘Statutory framework for the early year’s foundation stage’
- DfE (2014) ‘Promoting the education of looked-after children’
- Equality Act 2010

INTENT

Our high-quality Physical Education curriculum aims to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. It enables pupils to become physically confident in a way which supports their health and fitness and promotes lifelong physical activity. PE offers opportunities for pupils to compete in sport and other activities, building character and helping to embed values such as fairness, respect and teamwork.

Through a varied, inclusive, and progressive curriculum, pupils are taught to develop physical literacy, master key movement skills, and understand how physical activity contributes to a healthy lifestyle. They are encouraged to challenge themselves, work both independently and collaboratively, and reflect on their own and others' performances.

IMPLEMENTATION

In line with national expectations, pupils in PE engage with three core strands:

- Developing competence to excel in a broad range of physical activities
- Being physically active for sustained periods of time
- Engaging in competitive sports and activities

These strands are addressed through a progressive programme of physical activities, including games, dance, gymnastics, athletics, swimming, and outdoor adventurous activities. Pupils take part in focused lessons developing technical and tactical skills, lessons applying those skills in competitive or creative situations, and sessions reflecting on performance and health outcomes.

CURRICULUM PROGRESSION

Based on the National Curriculum, senior and subject leaders have constructed a PE progression map that clearly outlines how physical skills and knowledge develop over a pupil’s time in school. This ensures that learning builds on prior experiences and deepens understanding across year groups.

The curriculum incorporates nine key domains: Invasion Games, Gymnastics, Dance, Net and Wall Games, Striking and Fielding, Fundamental Movement Skills, Athletic, Swimming and Outdoor and Adventurous Activities. These are interwoven with the three overarching strands of Developing Skills, Applying Skills in Context, and Evaluating & Improving Performance.

A spiral approach allows pupils to revisit key physical concepts (such as agility, balance, and coordination) in increasing depth and complexity, supporting long-term retention and mastery. Lessons are planned to address all areas of the PE curriculum while offering scope for adaptation and enrichment.

TECHNICAL KNOWLEDGE DOMAINS

The nine technical domains are introduced progressively and revisited regularly to deepen understanding and skill acquisition.

Invasion Games:

Pupils begin with basic sending and receiving skills, movement into space, and simple tactical awareness. As they progress, they develop positional play, attacking and defending strategies, and apply these in small-sided and full team games such as football, rugby, hockey, and netball. Emphasis is placed on teamwork, communication, and understanding of game rules.

Gymnastics:

Early learning focuses on exploring body shapes, balances, and travelling movements. Pupils build sequences and perform with control and coordination. Over time, they develop the ability to link movements smoothly, perform routines using apparatus, and refine their technique through self and peer evaluation.

Dance:

Pupils explore rhythm, expression, and movement, responding to music and stimuli. They begin by creating short sequences and expressing emotions through movement. As they progress, they explore motifs, use choreographic devices, and develop the ability to perform and appreciate dances from different cultures and historical contexts.

Net and Wall Games:

Pupils start with basic racket and ball control, sending the ball over a net and simple cooperative rallies. Over time, they develop serving techniques, positioning, and tactical awareness in games like tennis, badminton, and volleyball, applying strategies and refining techniques through practice and competition.

Striking and Fielding:

Initially, pupils develop simple striking skills using hands and bats and basic catching and throwing techniques. They progress to understanding field placements, scoring, and tactical decisions in games like cricket and rounders. Pupils are encouraged to analyse performance and implement strategies to improve.

Fundamental Movement Skills:

This domain underpins all others. In EYFS and KS1, pupils focus on agility, balance, coordination, running, jumping, throwing, and catching. These skills are revisited and refined throughout primary years, forming the physical literacy foundation for all other sports and physical activity.

Athletics:

This domain teaches techniques in running, jumping, and throwing events. Including: sprinting and long-distance running form, jumping for distance and height, throwing techniques (e.g. javelin, shot put). All of these skill helps to develop personal challenge, goal setting and perseverance.

Outdoor and Adventurous Activities (OAA):

This domain helps to promote problem-solving and resilience in unfamiliar outdoor environments. Including: navigation and orienteering, teamwork and leadership, risk assessment and safety and effective communication strategies. Overall this helps encourage independence, confidence and collaboration.

Swimming:

Water safety involves learning safe entry and exit techniques and developing confidence in the water. Floating and buoyancy focus on maintaining balance and understanding how body position affects movement. Breathing control includes submerging, exhaling underwater, and developing rhythmical breathing. Swimming strokes cover basic techniques such as front crawl, backstroke, and breaststroke. Movement in water emphasises travelling efficiently and confidently swimming at least 25 metres. Rescue skills introduce self-rescue techniques and understanding how to seek help in emergencies

THE LEARN, APPLY & EVALUATE CYCLE

The curriculum progression identifies how pupils develop through three interlinked phases:

- **Learn:** Pupils are introduced to new skills and knowledge through clear instruction and demonstration.
- **Apply:** Pupils apply their learning in practical tasks, challenges, or games that simulate real-world or competitive contexts using transferable skills.
- **Evaluate:** Pupils assess their own and others' performance, identifying strengths and areas for improvement, setting goals for future development.

This cycle is embedded into all PE units to ensure consistent development of physical, cognitive, and emotional learning.

CURRICULUM PLANNING

Pupils engage in two one-hour lessons per week, to ensure that they are being physically active for sustained periods of time. Each year group is exposed to the different PE units across the academic term, ensuring a balanced exposure to all technical domains. Swimming is taught weekly in EYFS and Key Stage 1, and in blocks of 6 weeks from Years 3-6, constituting the pupils' second hour of PE.

Units of learning are built around inclusion and maintain a high focus on the fundamental skills needed to become physically literate. All skills within the curriculum are transferable and therefore used across each unit of PE; which allows for progression of knowledge and skills between each year group.

LESSON STRUCTURE

PE is taught through discrete, high-quality lessons each week. Lessons are structured to build upon prior learning, reinforce key concepts, and incorporate regular retrieval of knowledge and skills. Where appropriate, PE units are linked meaningfully to other curriculum areas (e.g. the human body in science), without detracting from core PE aims.

In EYFS, physical development is promoted through structured PE sessions and enhanced provision in continuous play.

Pupils in Key Stage 1 and 2 will follow the school's lesson structure, which has been developed in reference to Rosenshine's Principles of Instruction:

- Retrieval (daily, weekly and monthly review),
- New Learning (in small steps):
 - Modelling (including asking questions),
 - Guided Practice (including checking student understanding and additional scaffolds that meet need),
- Independent Practice (providing enough challenge/support to obtain at least 80% success rate).

Pupils are given the opportunity to work as a class, as part of a group or as an individual. The choice of class organisation will be determined by: the learning task or activity, the nature of the theme and the resources being used.

ASSESSMENT

Assessment in PE is ongoing and integrated into lessons. Teachers use:

- Formative assessment: Observations, questioning, peer feedback
- Summative assessment: Skill application in games or routines, pupil self-assessment

Assessment focuses on:

- Skill development and application
- Knowledge of tactics, rules and strategies
- Understanding of health and fitness concepts
- Teamwork, effort, and attitude

INCLUSION

The school is committed to ensuring pupils of all backgrounds and abilities can access the curriculum. The subject leader will review the content of the curriculum and any relevant assessment or teaching practices, and make sure any necessary reasonable adjustments are arranged, so that all pupils can access the learning.

- Tasks are adapted to ensure pupils of all abilities are challenged.
- Reasonable adjustments are made by the class teacher and subject leader in collaboration with the SENCo and other relevant members of staff.
- The SENCo will review reasonable adjustments on a termly basis to ensure they remain suitable for pupils.
- Reasonable adjustments are carried out in accordance with the school's Equal Opportunities Policy, SEND Policy and EAL Policy.

HEALTH AND SAFETY

All PE lessons are delivered with strict attention to safety. Pupils are taught to:

- Recognise hazards and understand how to minimise risks
- Use equipment safely and responsibly
- Warm up and cool down properly
- Understand the physical effects of exercise on the body

In addition:

- Staff keep the equipment stored away in a container with a padlock after each session.
- Swimming teachers are trained and qualified.
- Swimming pool is regularly checked and monitored.
- Swimming pool rules are adhered to.

IMPACT

- Each pupil's development in PE is assessed against curriculum expectations.
- Progress and attainment are communicated to parents via end-of-year reports and consultations.
- Pupils self-assess and reflect regularly, helping to develop a growth mindset and resilience.
- The PE curriculum contributes to wider whole-school aims including personal development, well-being, and preparation for life-long physical activity.

ROLES AND RESPONSIBILITIES

Governors

- Ensuring a broad and balanced Physical Education curriculum is implemented in the school.
- Ensuring the school's Physical Education curriculum is accessible to all pupils.

Headteacher/Deputy Headteacher (Quality of Education)

- The overall implementation of this policy.
- Ensuring the school's Physical Education curriculum is implemented consistently.
- Ensuring appropriate resources are allocated to the Physical Education curriculum
- Ensuring all pupils are appropriately supported.
- Appointing a member of staff to lead on the school's approach to teaching Physical Education.

Subject Leader

- Preparing policy documents, curriculum plans and schemes of work for design and technology.
- Reviewing changes to the national curriculum and advising on their implementation.
- Monitoring the learning and teaching of design and technology, providing support for staff where necessary.
- Organising the sourcing of and deployment of resources and carrying out an annual audit of all Physical Education resources.
- Advising on the contribution of Physical Education to other curriculum areas.
- Keeping up to date with developments in Physical Education, passing this on to other members of staff. This could include leading staff meetings and providing staff members with the appropriate training, working alongside colleagues etc...

- Monitoring and evaluating progress in Physical Education and liaising with senior leadership on any action necessary.
- Liaising with appropriate bodies e.g. other primary schools and secondary schools, governors, the LA etc. concerning matters relating to Physical Education.

Teacher

- Acting in accordance with this policy.
- Liaising with the Physical Education lead about key topics, resources and supporting individual pupils.
- Ensuring that all relevant statutory content is covered within the school year.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the design and technology lead or a member of the SLT.
- Undertaking any training that is necessary to teach the subject effectively.

MONITORING & REVIEW

This policy is monitored and reviewed by the Physical Education subject leader.

This policy will be reviewed at least every three years.