



Field View
Primary School

Curriculum Policy

Physical Education

Making a difference



Updated: July 2026

Review date: July 2027

St Martin's
Multi Academy Trust



A Place to Thrive

St. Martin's Multi Academy Trust exists to advance a just cause, its vision: to create a place to thrive. A just cause is a future state that does not yet exist. It is vital that people that work in the schools in our Trust understand our vision and 'sign up' to achieving it. Our vision must encapsulate our 'why'. It has to inspire staff and our communities. It must persuade people to stay for and have a deep understanding of our cause. Our people need to be willing to be service orientated, resilient and idealistic. Our cause has to form the foundation of everything we do.



Trust



Respect



Compassion

We are all here to make a difference

Our vision is close to our hearts, it drives us in our chosen direction and informs every decision we make. It is our mission to give our children the skills, knowledge, and self-belief they need to genuinely make a difference in whichever path their lives take them.

Our Values

Honesty, Respect and Perseverance



Honesty



Respect



Perseverance

Our values are at the core of everything we do. They underpin our teaching and learning, every interaction we have with each other, and are an ever-present theme in our school. We strive to make a difference to children's attitudes by consistently promoting our values, and they are the foundations for building the environment we want to foster. They are the behaviours that we all truly believe in and exhibit and are the key components to ensuring that Field View Primary School is truly a place to thrive.

Subject:

To move, perform and thrive

Intent



Curriculum Intent

At Field View Primary School, our Physical Education curriculum is designed to develop secure physical knowledge alongside the progressive movement, technical and tactical skills children need to participate confidently and successfully in a broad range of physical activities. Using carefully sequenced progression documents, learning builds cumulatively from Nursery to Year 6. Children revisit and refine key skills while developing increasing control, coordination, accuracy, fluency and independence.

We provide a broad, balanced and ambitious PE curriculum that is accessible to all children and underpinned by high expectations. Children develop fundamental movement skills before applying increasingly sophisticated activity-specific techniques across games, dance, gymnastics, athletics, outdoor and adventurous activities and other areas of physical education. They learn how to combine and apply skills effectively in increasingly challenging contexts.

Our curriculum develops physical competence alongside tactical understanding, decision-making and the ability to evaluate and improve performance. Children learn that successful participation in physical activity involves not only performing a skill, but knowing when, where and how to apply it. Through purposeful practice, feedback and application, children develop confidence and resilience and learn to respond positively to challenge.

Vocabulary and oracy are central to our curriculum. Children are explicitly taught the language needed to name, describe and explain movements, techniques, tactics, positions, rules, fitness and performance. They are encouraged to explain their decisions, evaluate performance and use subject-specific vocabulary accurately when discussing their own learning and that of others.

PE also supports children's understanding of healthy, active lifestyles. Children learn how physical activity contributes to physical and mental wellbeing and develop an understanding of how to prepare their bodies appropriately for exercise and recover afterwards. Opportunities for teamwork, competition and collaborative performance enable children to develop respect, fairness, perseverance and responsibility.

Our curriculum ensures that all children, regardless of background or starting point, develop the knowledge, physical competence, confidence and positive attitudes needed for future learning and participation in physical activity beyond primary school.



Curriculum Aims

We want children to be able to:

- Develop secure physical knowledge and progressively sophisticated movement and technical skills.
- Develop and refine fundamental movement skills, including running, jumping, throwing, catching, balancing and coordination.
- Perform activity-specific skills with increasing accuracy, control, fluency and confidence.
- Combine and apply skills effectively in games, performances, sequences, challenges and events.
- Make increasingly informed tactical and strategic decisions.

- Understand when, where and how different skills should be applied.
- Work independently and collaboratively, demonstrating teamwork, fairness and respect.
- Participate confidently in competitive situations and respond positively to success and challenge.
- Evaluate their own and others' performances and use feedback to improve.
- Communicate confidently using subject-specific vocabulary when explaining techniques, tactics, rules and performance.
- Understand how to prepare the body appropriately for physical activity and recover afterwards.
- Understand how regular physical activity contributes to physical health, mental wellbeing and a healthy lifestyle.
- Develop resilience, determination and confidence through physical challenge.
- Participate in swimming and water safety provision in line with National Curriculum expectations.
- Become confident, competent and increasingly independent participants who are prepared for the next stage of education and lifelong physical activity.

Implementation



Teaching Approach

Teaching across the PE curriculum is inclusive, engaging and knowledge rich. The school has developed its own carefully sequenced PE curriculum, with learning designed to build progressively from Nursery to Year 6. Teachers use the school's progression documents and medium term plans to ensure that children develop the knowledge and skills required within each area of PE.

Teachers explicitly teach and model movement patterns, techniques and tactical concepts. More complex skills are broken down into manageable components so that children understand how successful performance is achieved. Children are then given repeated and purposeful opportunities to practise before applying skills in increasingly challenging contexts.

Feedback is an important part of physical learning. Teachers observe performance carefully and provide precise feedback that helps children refine aspects such as body position, accuracy, control, timing, coordination and fluency. Children are encouraged to respond to feedback and recognise that improvement comes through practice, perseverance and reflection.

PE lessons provide a balance of individual, paired, group and team activities. Children develop independence while also learning to cooperate, communicate and compete appropriately. Teachers progressively increase challenge by adapting factors such as space, equipment, rules, speed, distance and the complexity of decision-making.

Oracy is embedded throughout the curriculum to develop children's confidence in explaining physical learning. Children use subject-specific vocabulary to describe techniques, explain tactical choices, discuss rules and evaluate performance. Key vocabulary is explicitly taught, revisited and applied within practical contexts to support understanding and long-term retention.

Learning is adapted to meet the needs of all children through adaptive teaching. Adjustments to equipment, space, groupings, rules, distance, speed or level of challenge enable children to work towards the same core learning intention while maintaining ambitious expectations.

Safety is integral to PE. Children are taught how to use spaces and equipment safely, follow appropriate rules and recognise the importance of warming up, preparing the body for activity and cooling down appropriately.



Lesson Structure

Lesson lessons follow a clear and consistent structure to maximise active learning, develop physical skills progressively and enable children to apply and reflect upon their learning.

- **Warm up:** Children take part in an appropriate activity that gradually raises their heart rate, prepares them physically and mentally for learning and, where possible, links to the skills being developed within the lesson.
- **Stretch and movement preparation:** Children complete appropriate dynamic stretches and mobility activities to prepare the muscles and joints required for the lesson.
- **Teach and model the skill:** Teachers explicitly introduce and model the knowledge, technique or skill being developed. Key teaching points are broken down clearly and accurate subject-specific vocabulary is introduced and reinforced.
- **Practise and refine:** Children practise the skill through carefully structured activities. Repetition, teacher feedback, questioning and appropriate challenge enable children to improve accuracy, control, coordination and fluency.
- **Apply the skill:** Children apply their developing skill in a purposeful context such as a game, challenge, routine, sequence or event. As children become more proficient, application becomes increasingly demanding and may require tactical thinking, decision-making or collaboration.
- **Cool down:** Children gradually reduce the intensity of activity and support physical recovery through appropriate movement and stretching.
- **Review and reflect:** Children revisit the learning intention and consider how successfully they have developed and applied the skill. They use subject-specific vocabulary to explain what they have learnt, identify strengths and recognise areas for further improvement.

Each lesson includes opportunities for purposeful oracy. Questions are linked directly to the physical knowledge, skill or tactical understanding being developed and encourage children to explain, justify and evaluate rather than simply describe what they have done.



Curriculum Design

Curriculum content is carefully sequenced through progressive units of work that build on prior learning from Nursery to Year 6.

Children experience a broad range of physical activities, including:

- Fundamental movement skills.
- Invasion games.
- Net and wall games.
- Striking and fielding games.
- Dance.
- Gymnastics.
- Athletics.
- Outdoor and adventurous activities.
- Swimming and water safety in line with statutory requirements.

Each unit has clearly mapped knowledge and skills progression. Children first acquire and develop relevant technical skills before practising, refining, combining and applying them with increasing independence.

Units are structured so that learning builds towards an authentic application of the skills developed. Depending on the activity, this may culminate in a game, performance, sequence, challenge or event.

For example, in a net and wall unit, children may develop racket control, sending and receiving, forehand and backhand techniques and positioning before applying these skills within a tennis game. In dance, children develop actions, dynamics, use of space, transitions and sequencing before combining these into a final dance performance. In gymnastics, children develop shapes, balances, travelling and rotation before combining skills within a sequence.

Games units progressively develop tactical understanding alongside technical competence. Children learn to recognise when and how to apply particular skills, make appropriate decisions and respond to changing situations.

Vocabulary and oracy are central to curriculum design. Key vocabulary is identified within each unit and explicitly taught, revisited and applied through discussion and practical activity. Children are expected to use increasingly precise language to explain techniques, tactics, rules and performance.

The curriculum is inclusive and adapted to meet the needs of all learners through adaptive teaching and appropriate adjustments where needed. Children are challenged and supported, ensuring every child can participate meaningfully, make progress and experience success.



Planning and Resources

Planning is supported through detailed medium term plans which clearly identify the knowledge, skills, vocabulary and intended outcomes taught within each unit. Units are carefully sequenced using progression documents to ensure physical knowledge and skills build progressively from Nursery to Year 6.

Planning identifies the technical skills children need to acquire and practise before applying them in a final game, performance, sequence, challenge or event. Individual lessons are sequenced so that children progressively develop competence and are not expected to apply complex skills before they have received sufficient teaching and practice.

Each unit includes an oracy bullseye to support the development of speaking and listening skills. Key questions encourage children to explain techniques, justify tactical choices, evaluate performance and communicate confidently using subject-specific vocabulary.

Teachers have access to a wide range of high-quality equipment and resources appropriate to the planned curriculum. Equipment is selected to support progression, participation and challenge and may be adapted according to children's needs.

Resources and equipment are regularly checked and organised to support safe and effective teaching. Children are explicitly taught how to use equipment responsibly and develop increasing independence in organising themselves and resources as they progress through the school.



Early Years Foundation Stage (EYFS)

In EYFS, the foundations of Physical Education are developed primarily through Physical Development. Children are provided with frequent opportunities to be active and develop the strength, balance, coordination and gross motor skills needed for future physical learning.

In Nursery, children explore movement through active play indoors and outdoors. They develop increasing control when walking, running, jumping, climbing and negotiating space. Children experience opportunities to roll, throw, kick and catch large objects and begin to develop balance, coordination and awareness of their own bodies.

Children are encouraged to move in different ways, respond to simple instructions and take part in physical activities alongside others. Adults model movement and introduce vocabulary that helps children describe actions, positions and movement.

In Reception, children build upon these experiences by developing greater control, fluency and coordination. They practise running, jumping, balancing, throwing, catching, kicking and changing direction and begin to combine movements within simple sequences, games and challenges.

Children learn to negotiate space safely, follow simple rules and work collaboratively. They develop increased awareness of how their bodies respond to physical activity and begin to understand the importance of being active.

Adults support learning through modelling, purposeful questioning and appropriately challenging physical experiences. A balance of adult-led activities and independent exploration enables children to develop confidence, physical competence and the foundational movement skills needed for future PE learning.



Assessment

Formative Assessment

Assessment in PE is ongoing throughout each unit. Teachers use observation, questioning, discussion and practical activity to assess children's understanding and progress. Teachers observe children's physical performance, use of subject-specific vocabulary and ability to explain, apply and evaluate their learning.

Assessment reflects the full learning journey across the unit. Children develop technical skills through explicit teaching and focused practice before applying these within increasingly authentic games, performances, sequences, challenges or events. Teachers assess children's learning throughout this process rather than relying solely on performance at the end of a unit.

Assessment considers children's technical skill development, accuracy, control, fluency and ability to combine and apply skills appropriately. Where relevant, teachers also assess tactical understanding, decision-making, teamwork and children's ability to evaluate and improve performance.

At the end of a unit, children apply the knowledge and skills they have developed through an appropriate game, performance, sequence, challenge or event. This provides an important opportunity for children to demonstrate how successfully they can apply their learning. However, the final application forms only one part of the wider assessment. Evidence gathered during teaching, practice and application is considered alongside the final outcome so that assessment reflects children's learning and progress across the whole unit.

Recording

Teachers assess children's understanding against clear success criteria linked to the progression of knowledge and skills across the whole unit. Assessment is recorded through a range of evidence, including teacher observation, practical performance, discussions, recorded reflections, photographs and videos where appropriate.

Teachers use unit assessment guidance to assess children's learning and track progress across key subject-specific knowledge and skills, ensuring a comprehensive picture of each child's physical development. Teacher assessment and children's self-assessment are both recorded, enabling children to reflect on their own learning and identify strengths and areas for development.

Assessment focuses on what children have learnt through the taught curriculum. A child's performance within a final game, event or activity is considered alongside their development across the unit, recognising progress as well as the secure application of taught knowledge and skills.

Use of Assessment

Assessment information is used to inform future planning and ensure all children make good progress in PE. Using the assessment guidance, children are assessed as either working below, towards or at expected levels. Teachers identify gaps in knowledge and skills, revisit key learning where necessary and adapt teaching to provide appropriate support or challenge for all children.

Assessment outcomes also support curriculum evaluation, ensuring units remain ambitious, progressive and effective in meeting the needs of all learners. The subject leader monitors assessment across the school to ensure consistency and identify any gaps in learning.

Assessment information is shared with parents, while children's self-assessment supports the development of metacognitive skills by helping children recognise successful physical learning, understand how practice leads to improvement and take increasing ownership of their progress.



Inclusion

We are committed to an inclusive curriculum that enables all children to access and succeed. Through adaptive teaching, reasonable adjustments, and ongoing formative assessment, teachers remove barriers and support understanding through scaffolding. Additional adults are deployed effectively to support access to high-quality teaching and develop independence. This ensures all children, including those with SEND, can make strong progress.

Impact



Curriculum Impact

By the end of their primary education, children will:

- Develop secure physical knowledge and progressively sophisticated movement and technical skills.
- Demonstrate competence and confidence in a broad range of physical activities.
- Perform fundamental and activity-specific skills with increasing accuracy, control, fluency and confidence.
- Combine and apply physical skills effectively within games, performances, sequences, challenges and events.
- Make appropriate tactical decisions and understand when, where and how skills should be applied.
- Work successfully both independently and collaboratively.
- Demonstrate teamwork, fairness, respect and appropriate competitive behaviour.
- Evaluate their own and others' performances and use feedback to identify meaningful improvements.
- Use subject-specific vocabulary confidently to explain techniques, tactics, rules and performance.
- Understand how to prepare the body appropriately for physical activity and support recovery afterwards.
- Understand how physical activity contributes to physical health and mental wellbeing.
- Demonstrate resilience and perseverance when faced with physical challenge.

- Develop positive attitudes towards physical activity and recognise the importance of maintaining an active lifestyle.
- Meet the National Curriculum requirements for Physical Education, including swimming and water safety.
- Be prepared for the next stage of education as confident, competent and increasingly independent participants in physical activity.



Role of Subject Leader

The PE subject leader will:

- Ensure National Curriculum requirements are met.
- Monitor teaching and learning for consistency and progression.
- Carry out learning walks, observations of physical learning and children's voice activities.
- Review planning, assessment and curriculum coverage.
- Support staff through training, coaching and guidance.
- Track children's progress and attainment.
- Ensure appropriate equipment and resources are available, safe and effective.
- Monitor the quality and breadth of opportunities for physical activity, competition and enrichment.
- Maintain appropriate links with external organisations and sporting partners.
- Keep up to date with developments in Physical Education.
- Support the ongoing evaluation and improvement of the PE curriculum.