Curriculum Rationale

PE

INTENT

At Prescot Primary School, our intent is to provide a high-quality, inclusive PE curriculum that enables every child to develop the physical skills, confidence and enjoyment needed to lead an active and healthy lifestyle. Through Get Set 4 PE, we provide a progressive curriculum which builds pupils' knowledge and skills from EYFS through to Year 6, while developing their social, emotional and thinking skills alongside their physical development. We aim to ensure that all pupils, regardless of ability or background, experience success in PE and have opportunities to participate in a broad range of physical activities, clubs and competitive sport. Alongside curriculum PE, we want to increase participation in physical activity, particularly among disadvantaged pupils and those who may be less active, while developing strong links with families, local clubs and community organisations.

IMPLEMENTATION

PE is taught through the Get Set 4 PE scheme, which provides clearly sequenced units, lesson plans, progression documents and assessment opportunities aligned with the Early Learning Goals and the KS1 and KS2 National Curriculum. Teachers use these resources to deliver structured and progressive lessons, adapting activities appropriately to meet pupils' needs and the space and equipment available. Staff development is a key priority, with lesson modelling, co-teaching and peer observation used to increase teacher confidence and consistency across the school. Pupil voice and club participation data are used to shape our extra-curricular offer and identify groups who may require additional encouragement to participate. A varied programme of clubs, intra-school and external competitions, enrichment opportunities and partnerships with local sports providers complements curriculum PE, while opportunities are also created for families to engage in physical activity alongside their children.

IMPACT

The impact of our PE curriculum will be seen through pupils who are increasingly confident, competent and motivated to participate in physical activity. Pupils will demonstrate clear progression in their physical skills and will be able to apply their learning across a range of sports and activities. Participation in clubs, competitions and enrichment opportunities will increase, particularly among disadvantaged pupils and other identified groups, and pupils will have a wider understanding of the opportunities available to remain physically active beyond school. Monitoring through lesson observations, pupil voice, staff feedback, assessment information and participation data will enable leaders to evaluate the effectiveness of provision and identify next steps for development. These outcomes reflect the longer-term success criteria within the school's PE action plan, including consistent delivery, progression of physical skills, increased club participation and sustained partnerships with external providers.

Curriculum Rationale

PE

EYFS

In the EYFS, Physical Development is an essential part of children's learning and wellbeing. Children are given frequent opportunities to be active, developing their strength, balance, coordination, spatial awareness and confidence through PE, outdoor learning, continuous provision and purposeful play.

We place a strong emphasis on developing gross motor skills through running, jumping, climbing, balancing, throwing, catching and moving in different ways. Children learn to control their bodies, negotiate space safely and develop the core strength and coordination needed for increasingly complex movements.

Fine motor development is carefully supported through activities that strengthen children's hands, fingers and hand-eye coordination. Children regularly manipulate tools and objects, draw, paint, build, cut and engage in mark-making, developing the control and dexterity needed for successful handwriting and everyday independence.

By the end of EYFS, we want children to be confident and increasingly independent movers, with secure physical foundations that support their health, wellbeing, self-care and readiness for future learning.

KS1 & 2 PHYSICAL EDUCATION

	Term 1		Term 2		Term 2	
Y1	FUNDAMENTAL	GYMNASTICS	ATHLETICS	BALL SKILLS	TARGET GAMES	STRIKING AND FIELDING GAMES
Y2	FUNDAMENTAL	ATHLETICS	GYMNASTICS	BALL SKILLS	TARGET GAMES	STRIKING AND FIELDING GAMES
Y3	HOCKEY	ATHLETICS	TENNIS	GYMNASTICS	DANCE	ROUNDERS
Y4	HOCKEY	ATHLETICS	DANCE	TENNIS	GYMNASTICS	CRICKET
Y5	ATHLETICS FITNESS	OAA	HANDBALL DODGEBALL	BASKETBALL HOCKEY	NETBALL ROUNDERS	GYMNASTICS CRICKET
Y6	GYMNASTICS SWIMMING	DODGEBALL FITNESS	HANDBALL DANCE	BASKETBALL OAA	HOCKEY CRICKET	ATHLETICS ROUNDERS

LINKS



Curriculum Rationale

PE

ASSESSMENT CRITERIA

Assessment in PE is ongoing and helps teachers identify what pupils know, understand and can do. At Prescot Primary School, teachers use the Get Set 4 PE assessment and tracking system to assess pupils against the knowledge and skills taught within each unit and to monitor progress over time. Assessment is primarily based on teacher observation and considers physical competence alongside wider skills such as teamwork, communication, decision-making, resilience and the ability to improve performance. Teachers use this information to adapt teaching, provide appropriate support or challenge, and make end-of-unit judgements about whether pupils are working towards, meeting or exceeding age-related expectations. The PE subject leader also uses assessment information, alongside pupil voice, lesson observations and teacher feedback, to monitor consistency and progression across the school.

At Prescot Primary School and Nursery, we aim to:
Empower Today, Prepare for Tomorrow.