



St Luke's C.E. Primary School

Physical Education Policy

**Langport Avenue
Longsight
Manchester
M12 4NG**

St Luke's Mission Statement

We believe in providing our pupils with the skills to be resilient, independent and brave. We look to God to help us be loving neighbours, caring stewards and reflective individuals. We do this through a rich diverse curriculum, which is inclusive, accepting and supportive.

'For with God, nothing shall be impossible' (Luke 1:37)

What this looks like in Physical Education?

At St Luke's, PE is about developing physical competence, confidence, resilience and positive attitudes towards physical activity. Children are encouraged to challenge themselves, learn from mistakes, persevere when activities are difficult and reflect on their own progress.

Through PE, pupils develop the knowledge and skills needed to participate successfully in a broad range of physical activities. They learn to perform movements with increasing control and coordination, understand rules and tactics, make decisions, solve problems and evaluate their own and others' performance.

Teamwork and collaboration are central to our approach. Pupils learn to communicate effectively, support one another, demonstrate fair play and celebrate effort, improvement and achievement.

Lessons are carefully planned to provide appropriate challenge and support for all learners. Teachers use adaptive teaching to remove barriers to participation while maintaining high expectations. Pupils are supported to develop independence and make increasingly informed decisions about their participation and performance.

Rationale

Physical Education is an essential part of the curriculum at St Luke's, contributing to pupils' physical, social, emotional and personal development. PE enables pupils to develop physical competence alongside important knowledge about participation, health, safety, rules, strategies and tactics.

Our PE curriculum provides a broad and balanced range of activities through which pupils develop fundamental movement skills and progressively apply these in increasingly complex contexts. Pupils learn not only how to perform movements, but also when and why to use particular skills, strategies and tactics.

The curriculum is designed to develop three connected areas of learning:

- **Motor competence** – developing and applying a range of movements with increasing control, coordination and confidence.
- **Rules, strategies and tactics** – understanding the conventions of different activities and using this knowledge to make effective decisions.
- **Healthy participation** – understanding how to participate safely and effectively and recognising the contribution of physical activity to physical and mental wellbeing.

These areas are developed progressively from Reception to Year 6. Pupils revisit and build on previous learning rather than simply encountering a succession of unrelated sports and activities.

Our PE curriculum aligns with the requirements of the National Curriculum (2014) and the Early Years Foundation Stage framework. It provides pupils with regular opportunities to practise, refine, apply and evaluate their learning.

PE also contributes to wider curriculum development. Pupils use mathematical skills when measuring, comparing and recording performance; communication skills when explaining, questioning and giving feedback; and problem-solving skills when developing movement sequences, strategies and tactics.

We aim to develop pupils who are physically competent, confident and knowledgeable, and who understand the value of being active throughout their lives.

Intent: What are the aims and objectives of our PE Curriculum?

At St Luke's, we understand that Physical Education is essential for the development of all pupils. A high-quality PE curriculum equips children with the knowledge, skills and attitudes necessary to participate confidently in physical activity and lead healthy, active lives.

We aim to:

- **Promote positive attitudes to physical activity:** Encourage children to enjoy PE, value effort and recognise improvement.
- **Develop physical competence:** Build secure fundamental movement skills and progressively develop sport-specific techniques and movement patterns.
- **Develop knowledge:** Ensure pupils understand important movement principles, rules, strategies, tactics, safety and healthy participation.
- **Encourage resilience and perseverance:** Help pupils respond positively to challenge, learn from mistakes and continue to improve.
- **Foster teamwork and collaboration:** Provide opportunities for children to communicate, cooperate and support one another.
- **Develop decision-making and problem-solving:** Enable pupils to apply skills, strategies and tactics in different situations.

- **Prioritise health and wellbeing:** Develop understanding of the physical, social and mental benefits of regular physical activity.
- **Develop leadership and responsibility:** Provide opportunities for pupils to lead, organise, officiate, communicate and take responsibility.
- **Promote respect and fair play:** Develop respect for rules, teammates, opponents and the contribution of others.
- **Ensure inclusivity and accessibility:** Adapt teaching, equipment, space, rules and levels of challenge so that all pupils can participate and make progress.
- **Encourage lifelong participation:** Develop the confidence, competence and positive attitudes needed to remain active beyond school.

During PE lessons, pupils are involved in an ongoing process of **planning, performing and evaluating**. They consider what they are going to do, practise and apply skills, receive feedback, evaluate their performance and identify how they can improve.

The Early Years Foundation Stage

Physical development takes place across the areas of learning and is supported through both adult-led and child-initiated experiences.

Children are supported to:

- develop gross and fine motor skills;
- develop balance, coordination and control;
- move confidently and safely in different ways;
- develop spatial awareness;
- develop confidence in physical activity;
- understand the importance of exercise and healthy choices;
- develop positive relationships through physical play;
- develop communication, cooperation and personal skills.

Key Stage 1

Pupils develop fundamental movement skills and become increasingly competent and confident in a broad range of physical activities.

They develop agility, balance and coordination and learn to apply these skills individually and with others.

Pupils are taught to:

- master basic movements including running, jumping, throwing and catching;
- develop balance, agility and coordination and apply these in different activities;
- participate in team games and develop simple attacking and defending tactics;
- perform dances using simple movement patterns;
- participate in competitive and cooperative physical activities.

Key Stage 2

Pupils continue to apply and develop a broader range of skills, learning to use them in different ways and link them to create actions and sequences.

They develop their ability to communicate, collaborate and compete and learn how to improve their performance through practice, feedback and evaluation.

Pupils are taught to:

- use running, jumping, throwing and catching in isolation and combination;
- play competitive games and apply principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance;
- perform dances using a range of movement patterns;
- take part in outdoor and adventurous activity challenges individually and within a team;
- compare their performances with previous performances and demonstrate improvement towards their personal best.

Swimming and water safety are taught as part of the PE curriculum, with pupils' attainment monitored so that appropriate support and opportunities for further development can be identified.

Physical Education – Early Years Foundation Stage and The National Curriculum

By the end of each Key Stage, children are expected to:

EYFS	KS1	KS2
Early Learning Goals: <i>Personal, Social and Emotional Development ELG:</i> -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge -Explain the reasons for rules, know right from wrong and try to behave accordingly -Work and play co-operatively and take turns with others -Show sensitivity to their own and to others' needs <i>Physical Development ELG:</i> -Negotiate space and obstacles safely, with consideration for themselves and others -Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. <i>Pupils should be taught to:</i> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. <i>Pupils should be taught to:</i> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best

Implementation: How do we meet the needs of all children?

At St Luke's, PE is planned and taught to ensure all pupils can participate, develop competence and experience success.

Lessons are timetabled regularly from Reception through Year 6. The curriculum is sequenced so that pupils revisit and build upon previous learning. Teachers identify the essential knowledge and skills within each unit and use this to inform planning, teaching and assessment.

PE lessons provide opportunities for pupils to:

- learn and practise new movements and skills;
- revisit and refine previous learning;
- apply skills in different contexts;
- understand and apply rules, strategies and tactics;
- make decisions and solve problems;
- work independently and collaboratively;
- receive and respond to feedback;
- evaluate performance and identify ways to improve.

Teachers use demonstration, explanation, questioning, modelling and feedback to develop pupils' understanding. Practice time is purposeful and pupils are given sufficient opportunities to develop competence before being expected to apply more complex skills.

Teachers adapt activities responsively when misconceptions, gaps or additional challenges are identified.

Long-Term Planning

The PE curriculum is mapped from Reception to Year 6 to provide clear progression in skills, knowledge and understanding.

The curriculum provides appropriate breadth across:

- fundamental movement skills;
- gymnastics;
- dance;
- athletics;
- invasion games;
- net and wall games;
- striking and fielding;
- fitness;
- outdoor and adventurous activities;
- swimming and water safety;
- individual and team activities.

The selection and sequencing of activities are based on the knowledge and skills pupils need to develop, rather than simply providing a list of different sports.

Key learning is revisited across units where appropriate so that pupils can make connections and transfer skills between activities.

Medium-Term Planning

Medium-term plans identify the key learning, vocabulary, knowledge and skills for each unit.

Teachers use these plans to ensure that pupils develop:

- relevant motor skills;
- knowledge of rules and conventions;
- strategies and tactics;
- understanding of safe and healthy participation;
- appropriate subject-specific vocabulary;
- the ability to evaluate and improve performance.

Teachers adapt activities in response to pupils' starting points and needs while maintaining the intended learning.

Planning considers the effective use of equipment, space, grouping, demonstration, practice opportunities and levels of challenge.

Teachers identify likely misconceptions and use questioning, modelling and feedback to address them.

PE Long term plan

PE Scheme – 2026/27

	Nursery	Reception		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Introduction to PE: Unit 1	Introduction to PE: Unit 2	Indoor	Gymnastics	Gymnastics	Yoga	Yoga	Yoga	Yoga
			Outdoor	Ball Skills	Ball Skills	Football	Fundamentals	Football	Tag Rugby
Autumn 2	Fundamentals: Unit 1	Fundamentals: Unit 2	Indoor	Dance	Dance	Gymnastics	Gymnastics	Dance	Gymnastics
			Outdoor	Invasion	Invasion	Fundamentals	Hockey	Hockey	Tag Rugby
Spring 1	Gymnastics: Unit 1	Gymnastics: Unit 2	Indoor	Parkour	Parkour	Dance	Dance	Parkour	Dance
			Outdoor	Sending and Receiving	Sending and Receiving	Netball	Basketball	Netball	Basketball
Spring 2	Dance: Unit 1	Dance: Unit 2	Indoor	Yoga	Yoga	Parkour	Parkour	Gymnastics	Parkour
			Outdoor	Net & Wall	Net & Wall	Tennis	Tennis	Tennis	Tennis
Summer 1	Games: Unit 1	Games: Unit 2	Indoor	Dance	Dance	Gymnastics	Gymnastics	Gymnastics	Gymnastics
			Outdoor	Striking & Fielding	Striking & Fielding	Cricket	Rounders	Rounders	Cricket
Summer 2	Ball Skills: Unit 1	Ball Skills: Unit 2	Indoor	Gymnastics	Gymnastics	Dance	Dance	Dance	Dance
			Outdoor	Athletics	Athletics	Athletics	Athletics	Athletics	Athletics

The existing school PE long-term plan provides coverage across Reception to Year 6 and includes the planned progression of activities across the academic year.

The PE Lead reviews the long-term plan to ensure:

- National Curriculum requirements are covered;
- all pupils experience a broad range of physical activities;
- key skills are revisited and developed;
- progression is evident between year groups;
- sufficient opportunities are provided for pupils to develop motor competence;
- pupils develop knowledge of rules, strategies and tactics;
- healthy and safe participation is addressed;
- swimming and water safety are appropriately planned;
- dance and outdoor and adventurous activity are represented within the curriculum.

The long-term plan is reviewed and refined in response to monitoring, staff feedback, pupil voice and identified curriculum priorities.

Progression in PE

Progression is based on pupils increasingly being able to perform, understand and apply their learning.

Across the school, pupils progressively develop:

- control, coordination and fluency;
- accuracy and consistency;
- movement vocabulary;
- understanding of rules and conventions;
- attacking and defending principles;
- tactical decision-making;
- ability to link and combine movements;
- independence and problem-solving;
- ability to evaluate and improve performance;
- confidence and communication;
- leadership and responsibility.

Progression is not simply demonstrated by pupils completing more difficult activities. Pupils should increasingly understand how and when to use skills, make effective decisions and apply their knowledge independently.

Progression Journey: F.M.S through fundamentals, fitness and athletics NC: KS1: master basic movements including running, jumping and throwing, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. NC: KS2: use running, jumping and throwing in isolation and in combination.						
EYFS	1	2	3	4	5	6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
Throwing larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when throwing for distance.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and can transition smoothly between varying speeds.
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Can co-ordinate their bodies with increased consistency in a variety of activities.	Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Progression Journey: Games through invasion, target, net and wall, striking and fielding games

NC: KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

NC: KS2: use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.



EYFS	1	2	3	4	5	6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Dribble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.	Change direction to lose an opponent with some success.	Use a variety of techniques to change direction to lose an opponent.	Confidently change direction to successfully outwit an opponent.
Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.	Use space with some success in game situations.	Create and use space with some success in game situations.	Create and use space for self and others with some success.	Effectively create and use space for self and others to outwit an opponent.
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.

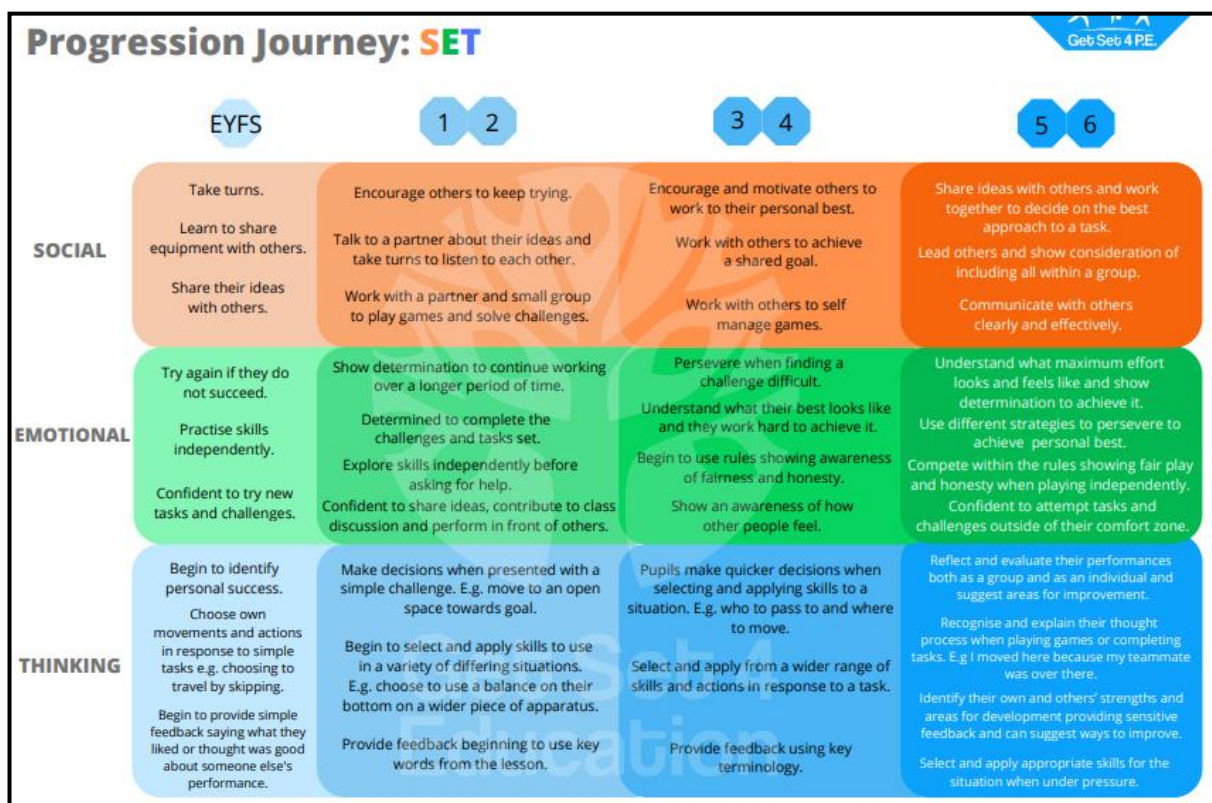
Progression Journey: Body Management through yoga and gymnastics

NC: KS1: master basic movements as well as developing balance, agility and co-ordination.

NC: KS2: develop flexibility, strength, technique, control and balance.



EYFS	1	2	3	4	5	6
Create shapes showing a basic level of stillness using different parts of their bodies.	Perform balances making their body tense, stretched and curled.	Perform balances on different body parts with some control and balance.	Complete balances with increasing stability, control and technique.	Use body tension to perform balances both individually and with a partner.	Show increasing control and balance when moving from one balance to another.	Combine and perform more complex balances with control, technique and fluency.
Begin to take weight on different body parts.	Take body weight on hands for short periods of time.	Take body weight on different body parts, with and without apparatus.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Demonstrate increasing strength, control and technique when taking own and others weight.	Use strength to improve the quality of an action and the range of actions available.	Demonstrate more complex actions with a good level of strength and technique.
Show shapes and actions that stretch their bodies.	Demonstrate poses and movements that challenge their flexibility.	Show increased awareness of extension and flexibility in actions.	Demonstrate increased flexibility and extension in their actions.	Demonstrate increased flexibility and extension in more challenging actions.	Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.	Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.
Copy and link simple actions together.	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.	Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.



Inclusion: How do we make sure that children with Special Educational Needs and Disabilities (SEND) are included in Physical Education?

We are committed to ensuring that all pupils are able to access a broad, high-quality PE curriculum.

Pupils may learn at different rates and experience different barriers to participation. Teachers therefore use adaptive teaching to maintain high expectations while providing appropriate support.

Adaptations may include:

- modifying equipment;
- changing the size of playing areas;
- adjusting distances or targets;
- modifying rules;
- providing visual or verbal prompts;
- increasing modelling and demonstration;
- providing additional practice;
- changing groupings or pairings;
- varying the level of challenge;

- providing alternative ways for pupils to demonstrate learning.

Teachers consider the specific needs of pupils and use information from the SENDCo and other relevant staff to inform PE provision.

The intention is not to reduce expectations, but to remove unnecessary barriers so that pupils can participate meaningfully and make progress towards ambitious curricular goals.

SMSC and British Values: How do we promote British Values and the Spiritual, Moral, Social and Cultural development of pupils in Physical Education?

In PE, pupils develop spiritually through reflection, personal challenge and recognition of progress.

They develop morally through fair play, honesty, respect for rules and responsibility for their actions.

They develop socially through teamwork, communication, cooperation and supporting others.

They develop culturally through experiencing a broad range of physical activities and learning about different sporting traditions and practices.

British Values are promoted through respect, tolerance, equality, responsibility and fair play. Pupils are encouraged to celebrate success appropriately, respond positively to setbacks, respect opponents and recognise the contribution of others.

Safeguarding: How do we ensure that children are kept safe through our teaching of Physical Education?

The safety and wellbeing of pupils is central to PE at St Luke's.

Teachers consider equipment, space, organisation, clothing, groupings and individual pupil needs when planning lessons.

Pupils are taught to:

- use equipment safely and responsibly;
- follow instructions and agreed rules;
- recognise potential risks;
- make safe decisions;
- respect the space and safety of others;
- respond appropriately to changes in activities or conditions.

Staff follow the school's safeguarding, health and safety and risk-management procedures.

Pupils are encouraged to develop confidence and resilience while understanding the importance of responsible risk-taking and safe participation.

Should any pupil make a disclosure, staff follow the school's safeguarding policy and reporting procedures.

Dress code:

➤ Staff

Staff should wear appropriate footwear and clothing that enables them to move safely, supervise effectively and respond quickly where necessary.

➤ Pupils

For games and outdoor activities, pupils should wear appropriate PE clothing and trainers.

For dance, yoga, parkour and gymnastics, pupils should wear appropriate PE clothing and follow staff instructions regarding footwear.

Long hair should be tied back.

Loose or baggy clothing should not be worn where it could create a safety risk.

Jewellery should not be worn during PE lessons because of the potential risk of injury. Where jewellery is worn for religious or cultural reasons, staff should follow the school's agreed arrangements to minimise risk.

Impact: What do we expect to see for our pupils?

At St Luke's, the impact of our PE curriculum is seen in pupils' developing physical competence, confidence, knowledge, understanding and positive attitudes towards physical activity.

We expect pupils to:

- participate positively and enthusiastically in PE;
- develop increasing control, coordination and confidence;
- apply skills successfully in different contexts;
- understand and apply rules and tactics;
- make increasingly effective decisions;
- work cooperatively and communicate effectively;

- demonstrate resilience and perseverance;
- evaluate their own performance and identify ways to improve;
- demonstrate respect, fair play and responsibility;
- develop leadership skills as they progress through the school;
- understand the importance of regular physical activity;
- recognise the contribution of physical activity to physical and mental wellbeing;
- participate safely and confidently;
- leave St Luke's with the skills, knowledge and positive attitudes needed to participate in physical activity beyond school.

Assessment in PE is used to identify what pupils know, understand and can do and to inform future teaching.

Monitoring focuses on the quality of what pupils learn and how successfully they can apply it.

Outcomes: The pupils are expected to be:

By the End of Key Stage 1

- Confident and increasingly competent in a range of physical activities.
- Secure in a range of fundamental movement skills, including running, jumping, throwing, catching, balancing and changing direction.
- Increasingly able to apply movement skills in different activities.
- Able to participate positively in competitive and cooperative activities.
- Beginning to understand simple rules and tactics.
- Able to describe aspects of their own performance and identify simple ways to improve.
- Able to work with others, offering support and encouragement.
- Demonstrating honesty, respect and consideration for others.
- Able to explain why regular physical activity and exercise are important.
- Developing positive attitudes towards physical activity.

By the End of Key Stage 2

- Confidently and competently applies skills across a broad range of activities.
- Demonstrates increasing fluency, control, coordination and consistency.
- Links actions, sequences and movement patterns effectively.
- Applies skills in competitive and cooperative situations.
- Understands and applies rules, strategies and tactics appropriate to different activities.
- Makes increasingly effective tactical and movement decisions.
- Evaluates and analyses performance, recognises success and identifies specific areas for improvement.
- Demonstrates leadership, communication and collaboration.

- Shows resilience when facing challenge and responds positively to success and disappointment.
- Understands the importance of regular physical activity for physical, social and mental wellbeing.
- Understands how to participate safely and effectively.
- Demonstrates increasing independence and responsibility.
- Has developed the confidence and competence to participate in physical activity beyond school.

Reading

Reading has a high priority at our school and PE provides opportunities to develop vocabulary, communication and comprehension.

PE contains subject-specific vocabulary that pupils need to hear, understand and use accurately. Teachers explicitly model and reinforce appropriate terminology.

Vocabulary may relate to:

- movement and direction;
- balance and coordination;
- technique;
- attacking and defending;
- space and positioning;
- rules;
- tactics and strategy;
- fitness and health;
- performance and evaluation.

Pupils are encouraged to use precise vocabulary when describing movements, explaining tactics, giving feedback and evaluating performance.

Where appropriate, written and visual resources are used to support pupils' understanding of new terminology.

Communication and Language: How does our teaching of Physical Education promote the development of children's communication and language skills?

PE provides regular opportunities for pupils to develop communication and language skills.

Pupils are encouraged to:

- listen carefully to instructions;
- explain ideas and decisions;

- communicate with teammates;
- use subject-specific vocabulary;
- give and receive feedback;
- discuss tactics and strategies;
- evaluate performance;
- explain how a movement or performance could be improved.

Teachers model clear language and provide opportunities for pupils to rehearse and use vocabulary in meaningful contexts.

These opportunities support pupils' wider ability to communicate confidently and effectively across the curriculum.

What opportunities are there for out of school learning in Physical Education?

We provide opportunities for pupils to extend their physical activity beyond timetabled PE.

These may include:

- lunchtime physical activities;
- after-school clubs;
- intra-school competitions;
- inter-school competitions and tournaments;
- sports events and festivals;
- leadership opportunities;
- outdoor and adventurous activities;
- residential experiences;
- opportunities to represent the school.

We aim to provide opportunities for pupils with different interests, abilities and levels of confidence.

Participation in extracurricular activities is monitored to help us identify gaps in provision and consider whether opportunities are accessible and inclusive.

Where appropriate, extracurricular activities provide additional opportunities to practise, develop and apply learning from the curriculum.

How is Physical Education assessed at St Luke's?

Assessment in PE is primarily formative and is closely aligned with the knowledge and skills identified in the curriculum.

Teachers assess pupils through:

- observation of performance;
- questioning and discussion;
- demonstration;
- pupil self-assessment;
- peer feedback;
- practical application of skills;
- understanding of rules, strategies and tactics;
- evaluation of performance.

Assessment considers both **what pupils know and understand** and **what they can physically demonstrate and apply**.

Teachers use assessment information to identify:

- pupils who require additional support;
- gaps or misconceptions that need addressing;
- pupils who require further opportunities to practise;
- pupils who are ready for greater challenge.

The PE Lead uses monitoring activities such as pupil voice, staff dialogue, learning walks, lesson observations and curriculum review to evaluate the quality of PE provision and identify areas for development.

Assessment information is used to inform teaching rather than create unnecessary assessment workload.

Swimming and water safety are monitored separately to ensure that pupils who have not yet achieved the expected outcomes can be identified and appropriate support considered.

How is the attainment and progress of children reported to parents and carers?

Children's PE achievement and progress are communicated to parents and carers through the school's established reporting arrangements.

Teachers may comment on pupils' participation, achievement, progress or particular strengths in PE where appropriate.

Attendance and Punctuality

Regular attendance is important so that pupils experience the full breadth of the PE curriculum, practise skills and develop progressively.

We actively promote good attendance and punctuality so that pupils have regular opportunities to participate in PE and extracurricular physical activity.

Pupils should not routinely miss PE lessons for other interventions where this would result in them missing important curriculum learning.

Behaviour:

PE provides opportunities for pupils to develop self-discipline, responsibility, respect and positive relationships.

Pupils are expected to:

- listen and respond to instructions;
- use equipment appropriately;
- respect the space and safety of others;
- work cooperatively;
- follow rules;
- demonstrate fair play;
- respond appropriately to success and disappointment;
- take responsibility for their actions.

Where behaviour affects safety, participation or the learning of others, staff follow the school's behaviour policy.

Document Control	
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