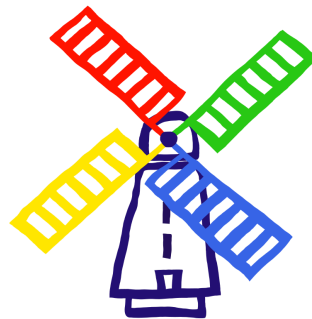


Physical Education Policy

Unity
Trust
Courage
Curiosity
Respect
Kindness



A community for learning. Raising expectations. Fulfilling high standards.

Policy Reviewed: **September 2026**
Headteacher: **Mrs Gemma Hillier**
Policy Review Date: **September 2027**



Widmer End Community Combined School & Pre-School

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1. Our Vision and Intent

At Widmer End Community Combined School, we believe that Physical Education is an essential part of a child's education. We aim to develop pupils who are physically confident, competent and motivated to participate in physical activity throughout their lives.

Our PE curriculum is designed to provide pupils with the knowledge, skills and understanding they need to participate successfully in a broad range of physical activities and sports. Through PE, pupils develop physical competence alongside teamwork, communication, resilience, self-confidence, leadership and sportsmanship.

We aim for pupils to leave Widmer End:

- physically confident and competent;
- able to perform and apply a broad range of physical skills;
- able to use and develop fundamental movement skills;
- able to apply skills and tactics in increasingly challenging situations;
- knowledgeable about fitness, health and the benefits of physical activity;
- able to work collaboratively and competitively;
- able to demonstrate respect, fairness and good sportsmanship;
- resilient when experiencing both success and disappointment;
- confident to participate in physical activity regardless of their starting point or ability;
- motivated to participate in physical activity and sport beyond the school day.

We recognise that Physical Education, physical activity and school sport are related but distinct:

Physical Education is the planned curriculum through which pupils learn physical skills, knowledge and understanding.

Physical activity includes opportunities for pupils to be active throughout the school day, including active play, lunchtime activities, clubs and outdoor learning.

School sport includes competitive and extracurricular sporting opportunities through which pupils can apply and develop their skills.

Our provision aims to ensure that all three contribute to developing healthy, active and physically literate children.



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2. Aims of Physical Education

Through our PE curriculum, we aim to:

- develop knowledge, skills and understanding across a broad range of sporting activities;
- develop fundamental movement skills including running, jumping, hopping, skipping, balancing, throwing, catching, kicking, striking and dribbling;
- develop agility, balance, coordination, strength, flexibility, stamina and spatial awareness;
- enable pupils to apply physical skills in increasingly challenging and varied situations;
- develop pupils' ability to make decisions, solve problems and use tactics;
- provide opportunities for pupils to participate in individual, partner and team activities;
- encourage participation in both competitive and non-competitive activities;
- develop resilience, self-confidence and self-esteem;
- promote teamwork, cooperation, communication and respect;
- develop understanding of fair play, rules and sportsmanship;
- teach pupils about the importance of physical activity and healthy lifestyles;
- develop pupils' understanding of how exercise affects the body and supports physical and mental wellbeing;
- provide opportunities for pupils to develop leadership skills;
- encourage participation in extracurricular sporting activities;
- develop links with local sporting organisations, clubs and community providers;
- provide opportunities for pupils to represent the school in competitions;
- increase participation in competitive sport both within and outside school;
- ensure all pupils, regardless of ability or circumstance, can participate meaningfully in PE;
- develop staff confidence and competence in delivering high-quality PE.

3. Curriculum and Progression

The PE curriculum at Widmer End covers the statutory requirements of the National Curriculum for Physical Education.

We use **Get Set 4 PE** as our core scheme of work. This provides a structured progression of knowledge and skills across the school and supports teachers in planning lessons which build on prior learning. The scheme is adapted where appropriate to reflect the needs of our pupils, school context, facilities and wider curriculum.



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Progression in PE is based on pupils increasingly developing their physical literacy, showcasing their ability to:

- control and coordinate their bodies;
- perform fundamental movement skills;
- develop and refine sport-specific skills;
- combine and sequence movements;
- apply skills with increasing accuracy and consistency;
- make decisions and respond to changing situations;
- use tactics and strategies;
- perform independently and with others;
- evaluate and improve their own and others' performance;
- understand rules and apply them appropriately;
- demonstrate increasing confidence and independence;
- lead, officiate and support others.

Skills are revisited regularly so that pupils have opportunities to practise, consolidate and apply learning rather than learning skills in isolation.

Progression follows the principle of:

Fundamental movement → skill development → application → decision-making and tactics → performance and competition.

4. Early Years Foundation Stage

In Reception, Physical Education is closely linked to the **EYFS Physical Development** area of learning.

Children develop:

- gross motor control;
- balance and coordination;
- spatial awareness;
- strength and control;
- agility;
- confidence in movement;
- ball skills;
- running, jumping and other fundamental movement skills;
- awareness of how their bodies move.



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Children are given frequent opportunities to be physically active through both adult-led activities and continuous provision. The Reception curriculum provides the foundations on which the more structured KS1 PE curriculum builds.

5. Physical Literacy and Fundamental Movement Skills

Fundamental movement skills are a key part of our PE curriculum.

Children are taught and supported to develop:

- running;
- jumping;
- hopping;
- skipping;
- balancing;
- throwing;
- catching;
- kicking;
- striking;
- dribbling;
- changing direction;
- stopping and starting;
- controlling movement and objects.

These skills are revisited throughout the curriculum and progressively developed through different sports and physical activities. Teachers recognise that pupils develop at different rates and provide appropriate opportunities for additional practice, support and challenge.

6. Curriculum Organisation

Children from Reception to Year 6 receive two hours of PE provision a week during curriculum time. PE lessons provide opportunities for pupils to develop physical competence, knowledge and understanding through a broad range of activities and sports.

Activities may include:

- invasion games;
- net and wall games;
- striking and fielding;



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- gymnastics;
- dance;
- athletics;
- outdoor adventurous activities;
- fitness;
- swimming;
- team games;
- individual activities.

Where appropriate, Forest School and other outdoor learning opportunities provide additional opportunities for physical activity, although these are recognised as distinct from curriculum PE. The curriculum is reviewed regularly to ensure that pupils experience a broad and balanced range of activities as they progress through the school.

7. Teaching and Learning

High-quality PE lessons should provide pupils with opportunities to:

- understand what they are learning and why;
- practise and refine physical skills;
- apply skills in increasingly challenging situations;
- make decisions and solve problems;
- work independently and collaboratively;
- experience success and appropriate challenge;
- evaluate and improve their performance;
- develop resilience and perseverance;
- understand and apply rules;
- demonstrate respect and sportsmanship.

Teachers use a range of teaching approaches, including modelling, demonstration, questioning, guided practice, partner work, group activities, games and competition. Lessons are appropriately adapted to ensure that all pupils can access the learning while providing appropriate challenge. PE is not solely about physical performance. Pupils develop knowledge and understanding alongside their physical skills.



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8. Assessment

Assessment in PE is primarily formative and is used to inform teaching and support pupil progress.

Teachers assess pupils through:

- observation;
- questioning;
- pupil demonstration;
- discussion;
- peer and self-assessment;
- practical application of skills;
- pupil voice;
- assessment against the planned progression of skills and knowledge.

Teachers consider pupils' ability to perform skills, apply them appropriately, make decisions, understand rules and tactics, and demonstrate increasing knowledge and confidence.

At the end of each term, teachers make an overall assessment judgement of:

- **Working Towards**
- **Working At**
- **Working Above**

These judgements are informed by the progression of skills and knowledge taught during the term and by the evidence gathered throughout lessons. Assessment is not based solely on sporting ability or performance. A pupil's progress is considered in relation to their starting point and the curriculum objectives being taught.

Assessment information is used to:

- identify pupils who require additional support or challenge;
- inform future planning;
- identify gaps in learning;
- support appropriate differentiation;
- monitor the progress of different groups of pupils;
- inform subject leadership and curriculum evaluation.



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9. Inclusion and SEND

We are committed to ensuring that every pupil has the opportunity to participate meaningfully in PE. We comply with the Equality Act 2010 and make appropriate adaptations to ensure pupils with SEND, medical needs or other barriers to participation can access the curriculum.

Adaptations may include:

- modifying equipment;
- using larger, lighter or differently textured equipment;
- changing the size of the playing area;
- changing distances;
- modifying rules;
- altering groupings;
- providing visual prompts or additional demonstrations;
- allowing additional processing time;
- providing adult or peer support;
- offering alternative ways of demonstrating a skill;
- providing additional practice;
- adjusting the level of challenge.

Adaptation does not automatically mean reducing challenge. Teachers seek to maintain high expectations while providing appropriate support. Staff are aware of pupils' individual needs and medical conditions and follow relevant individual healthcare plans and school procedures.

10. Equality and Participation

We aim for full participation in PE and seek to remove barriers which may prevent pupils from engaging.

The PE Lead monitors participation and engagement across different groups of pupils, including:

- pupils with SEND;
- disadvantaged pupils;
- pupils with additional medical needs;
- pupils who are less physically confident;
- pupils who are reluctant to participate;
- pupils who may have limited opportunities to participate in sport outside school.



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Where participation gaps are identified, appropriate action may include additional opportunities, targeted clubs, adapted activities, changes to equipment, additional encouragement or increased access to competition.

We recognise that not all pupils will have the same sporting interests or abilities and aim to provide a wide range of opportunities so that every pupil can find activities in which they can experience enjoyment and success.

11. Competition and Sportsmanship

Competition forms an important part of our PE and school sport provision.

Pupils are given opportunities to participate in:

- intra-school competition;
- inter-school competition;
- local sporting events;
- partnership competitions;
- team events;
- individual competitions;
- festivals and non-competitive sporting events.

We teach pupils that competition is about more than winning. Through competition, pupils develop:

- resilience;
- teamwork;
- respect;
- communication;
- decision-making;
- fair play;
- leadership;
- the ability to respond positively to success and disappointment.

Pupils representing Widmer End are expected to demonstrate positive behaviour, respect opponents and officials, and act as positive ambassadors for the school. We aim to provide opportunities for pupils who are both highly competitive and those who prefer less competitive forms of participation.

12. Swimming and Water Safety

Swimming is an important element of the KS2 PE curriculum.



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Pupils are taught swimming and water safety in accordance with the National Curriculum expectations. Lessons take part at Cedar Park School, where trained swimming coaches and lifeguards lead the lessons.

The school aims for pupils to leave KS2 able to:

- swim competently, confidently and proficiently over a distance of at least 25 metres;
- use a range of strokes effectively;
- perform safe self-rescue in different water-based situations.

Swimming progress is assessed through instructor observation alongside the professional judgement of the accompanying teacher. Pupils who have not yet met the expected standard are identified so that appropriate additional support can be considered through top up swimming lessons. Swimming data is monitored by the PE Lead and reported through the school's Sports Premium reporting yearly.

13. Physical Activity Throughout the School Day

We recognise that PE lessons alone cannot provide all the physical activity children need.

We provide additional opportunities for physical activity through:

- active playtimes;
- structured lunchtime activities;
- playground equipment;
- sports clubs;
- active games;
- outdoor learning;
- Forest School;
- school sporting events;
- active travel opportunities where appropriate;
- movement opportunities throughout the school day.

We encourage pupils to develop positive attitudes towards being active and to understand that physical activity can be incorporated into everyday life.

14. Extra-Curricular and School Sport

A range of breakfast, lunchtime and after-school clubs are offered to pupils. These complement the curriculum and provide opportunities for pupils to develop interests and skills in different activities.



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Clubs may include:

- Netball;
- Play Leaders;
- Football;
- Dance;
- Running;
- and other activities according to pupil interest, staffing and available provision.

Opportunities are reviewed regularly to ensure that provision reflects pupil interests and provides opportunities for a broad range of children to participate.

15. Leadership Opportunities

PE provides opportunities for pupils to develop leadership skills.

Older pupils may be given opportunities to:

- lead warm-ups;
- organise games;
- officiate;
- support younger pupils;
- lead lunchtime activities;
- act as play leaders;
- support sporting events;
- coach or demonstrate skills;
- represent the school at sporting events.

Leadership opportunities support pupils in developing confidence, communication, responsibility and teamwork.

16. External Providers

We work with external providers to broaden the range of sporting experiences available to pupils and to support staff professional development. External activities may include sports such as fencing, kickboxing and other specialist activities. We also work with **First Touch Sports**, who provide PE teaching for a range of classes throughout the year. External providers complement, rather than replace, the school's responsibility for the PE curriculum.



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Where external providers are used, the school ensures that appropriate safeguarding, health and safety and visitor procedures are followed. The PE Lead monitors external provision through observation, discussion and feedback to ensure that activities are of an appropriate quality and contribute positively to pupil learning. External provision may also provide opportunities for staff to observe different teaching approaches and develop their own confidence and subject knowledge.

17. Staff Development and CPD

The school is committed to developing staff confidence and competence in the teaching of PE.

The PE Lead identifies staff development needs through:

- staff voice;
- lesson observations;
- curriculum monitoring;
- assessment information;
- discussion with teachers;
- changes to curriculum expectations;
- review of staff confidence.

CPD may include:

- practical training;
- team teaching;
- lesson observation;
- modelling;
- support with planning;
- use of external specialist providers;
- curriculum training.

The impact of CPD is evaluated through subsequent monitoring of teaching, staff confidence and pupil outcomes.

18. Health, Fitness and Wellbeing

PE contributes to pupils' understanding of healthy lifestyles and the relationship between physical and mental wellbeing.



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Pupils are taught about:

- the benefits of regular physical activity;
- exercise and fitness;
- strength, flexibility and stamina;
- how exercise affects the heart and breathing;
- warming up and cooling down;
- hydration;
- healthy eating and nutrition;
- rest and recovery;
- the importance of reducing sedentary behaviour;
- the positive impact physical activity can have on mental wellbeing.

These areas complement learning in Science and PSHE/RSHE. We encourage pupils to understand that being active is not simply about sporting performance but is an important part of maintaining a healthy and positive lifestyle.

19. Health and Safety

We recognise that participation in PE and physical activity contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice and take reasonable steps to minimise risks.

Staff will:

- be aware of pupils with SEND, medical conditions or physical needs;
- follow relevant healthcare plans and risk assessments;
- ensure pupils use equipment safely;
- teach pupils how to use equipment appropriately;
- ensure apparatus is used safely;
- check the suitability of the environment;
- ensure equipment is stored safely after use;
- maintain appropriate supervision;
- teach pupils to consider their own safety and that of others;
- respond appropriately to injuries and incidents.

Pupils should:

- wear the appropriate PE kit;



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- remove jewellery in accordance with the school's PE and uniform requirements;
- tie back long hair;
- wear appropriate footwear;
- follow instructions regarding the removal of footwear for particular activities;
- follow safety instructions and use equipment appropriately.

Staff teaching or attending PE should wear appropriate clothing and footwear and consider their own and pupils' safety when participating in sporting activities.

Risk assessments are in place for relevant sporting trips and visits. All school sporting trips and visits must be submitted through the Evolve school visits system and receive the required school approval before they take place.

20. PE Kit

Pupils attend school in their PE kit as per the school's agreed practice. This reduces the amount of curriculum time lost through changing. The school's Uniform Policy provides details of the required PE kit. PE clothing and footwear should be appropriate for the activity being undertaken and allow pupils to move safely and comfortably.

21. Equipment and Facilities

The school maintains an appropriate range of PE equipment and facilities to support the curriculum.

The PE Lead is responsible for overseeing:

- regular equipment audits;
- replacement of damaged or unsuitable equipment;
- safe storage;
- ensuring equipment is appropriate for the age and ability of pupils;
- identifying additional equipment requirements;
- ensuring staff know how to use specialist equipment safely.

Any damaged or unsafe equipment should be removed from use and reported to the appropriate member of staff. Weather and environmental conditions are considered when planning outdoor PE. Staff make appropriate adjustments in response to extreme weather conditions, including heat, cold or unsuitable playing surfaces. Pupils have access to drinking water and are encouraged to remain appropriately hydrated.



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22. Safeguarding

Safeguarding procedures apply to all PE, physical activity and sporting provision. Staff are responsible for maintaining appropriate supervision and following the school's safeguarding procedures. Where physical contact is necessary within PE, it must be appropriate, proportionate and related to the teaching or safety of the activity. Staff should avoid unnecessary physical contact and follow school guidance when supporting pupils physically. External providers, coaches and visitors must comply with the school's safeguarding requirements and relevant visitor procedures. Any safeguarding concern arising during PE or sporting activities must be reported in accordance with the school's Safeguarding and Child Protection Policy.

23. PE and School Sport Premium

The PE and Sport Premium funding is used strategically to improve the quality and sustainability of PE and school sport provision.

Funding may be used to:

- improve staff confidence and subject knowledge;
- provide professional development;
- increase participation in competitive sport;
- provide additional sporting opportunities;
- improve resources and equipment;
- support wider participation in physical activity;
- develop leadership opportunities;
- increase opportunities for pupils to participate in clubs and competitions;
- develop links with sporting partnerships and community organisations.

The impact of the funding is evaluated annually and reported through the school's Sports Premium information on the school website.

24. Monitoring and Evaluation

The PE Lead has overall responsibility for monitoring the quality and effectiveness of PE and school sport provision.

Monitoring includes:

- lesson observations;
- curriculum and progression reviews;



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- planning scrutiny;
- assessment monitoring;
- pupil voice;
- staff voice;
- equipment audits;
- analysis of participation;
- analysis of competition participation;
- monitoring of extra-curricular provision;
- monitoring of swimming outcomes;
- observation of external providers;
- review of staff confidence and CPD;
- monitoring of provision for different groups of pupils.

Monitoring is used to identify strengths, areas for development and appropriate actions.

The PE Lead uses a cycle of:

Monitor → Evaluate → Identify need → Take action → Review impact

This ensures that monitoring is focused on continuous improvement rather than simply compliance.

25. Impact and Review

The effectiveness of our PE provision is evaluated through a combination of:

- pupil progress;
- development of physical skills;
- pupil confidence and enjoyment;
- participation levels;
- participation in clubs and competitions;
- swimming outcomes;
- pupil voice;
- staff confidence;
- quality of teaching;
- engagement of different groups of pupils;
- opportunities for leadership;
- participation in community and sporting opportunities.



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We aim to ensure that pupils make appropriate progress from their individual starting points and develop a positive relationship with physical activity. The PE curriculum and policy are reviewed regularly by the PE Lead and school leadership to ensure that provision remains effective, inclusive and aligned with statutory requirements and the needs of our pupils.

26. Roles and Responsibilities

The Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team are responsible for:

- supporting the implementation of the PE curriculum;
- ensuring appropriate resources and staffing are available;
- supporting the PE Lead in monitoring and development;
- ensuring relevant health and safety and safeguarding procedures are followed.

The PE Lead

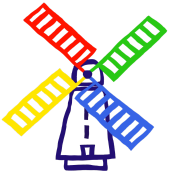
The PE Lead is responsible for:

- leading the development of PE across the school;
- monitoring curriculum progression;
- supporting staff with planning and teaching;
- monitoring assessment and pupil progress;
- identifying CPD needs;
- monitoring participation and competition;
- overseeing equipment and resources;
- coordinating external providers;
- monitoring the impact of Sports Premium funding;
- supporting the development of school sport;
- reporting on strengths and areas for development;
- maintaining the PE action plan.

Class Teachers

Teachers are responsible for:

- delivering high-quality PE lessons;
- following the school's PE curriculum and progression;



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- adapting teaching to meet pupil needs;
- assessing pupil learning;
- maintaining appropriate safety;
- supporting all pupils to participate;
- identifying pupils who require additional support or challenge;
- contributing to monitoring and evaluation.