



Physical Education Policy

Policy written – March 2026

To be reviewed – March 2028

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning of Physical education in The Acorn Partnership.

Definition

“A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.”
National Curriculum 2014

Aims

We follow the National Curriculum for Physical education. Its aims are:

- Pupils develop competence to excel in a broad range of physical activities
- Pupils are physically active for sustained periods of time
- Pupils engage in competitive sports and activities
- Pupils lead healthy, active lives

EYFS

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives.

Key Stage 1

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. Pupils should be taught to:

- 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

Key Stage 2

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.

Pupils should be taught to:

- 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

Swimming and water safety

Pupils in Key stage 2 are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Planning

We use the 2014 Curriculum as the basis for all our planning. Our Physical Education Progression document identifies the knowledge and skill outcomes expected for each year group and ensures coverage of the curriculum. The Subject Leader follows this document when planning each unit. Short-term lesson plans identify learning objectives and success criteria, also the activities and resources to enable children to meet these. The plans support or challenge individual children as appropriate. We ensure that there are opportunities for all children, including SEND, to develop their skills and knowledge in each unit.

Assessment

Learning Outcomes are specified in the Physical Education Progression document which contains the knowledge and learning expected for each year group. This is designed to ensure coverage and progression. Assessment is based on effort and attainment. Subject Leaders will use this information to inform future planning.

Monitoring

The monitoring of Physical education teaching and pupil voice across the Partnership will be carried out by the Subject Leader in consultation with teachers and the head-teacher.

Equality/Diversity

The Acorn Partnership is committed to ensuring that all pupils achieve. We want to give each child the opportunity to achieve their potential in learning - this includes pupils with SEND, pupils from all social and cultural backgrounds, looked after children and those subject to safeguarding, pupils from different ethnic groups and those where English is a second language. Lesson plans are adapted to support the needs of all children. In order to create a creative and enriching learning experience for all pupils, we set individual education plans with personalised targets to enable children to meet learning expectations. We set high expectations and expect every child to succeed. We want all children to reach their full potential, recognising their personal strengths and celebrating the personal achievements of themselves and others, both within the school and its wider community.

Health and Safety

Health and safety in PE is paramount.

- Pupils must wear appropriate PE kit in line with the school's uniform policy.
- Jewellery must be removed; newly pierced ears may be taped.

- Staff conduct regular equipment checks and report any concerns immediately.
- Teachers ensure safe participation by providing clear instructions and teaching correct techniques.

Subject Leader's role

The role of the Subject Leader is to:

- Lead curriculum development and ensure the implementation of the Physical education Curriculum, ensuring progression in learning across the school.
- Support colleagues where necessary, e.g. in subject knowledge or assessment.
- Monitor Physical education progress and activity and advise the Head Teacher of any action needed.
- Purchase and distribute Physical education resources.
- Keep up to date with developments in Physical education communicate information to colleagues as appropriate.

The Subject Leader will review this policy on a 2-yearly basis.