



PE Curriculum Policy



Intent

The intent of Church Vale's PE curriculum is to enable our pupils to be able to 'develop and think like a sports-person'. Through understanding how to be physically healthy and fit, developing physical competency and confidence and by learning to engage fairly and respectfully in competitive activities, pupils will be able to become characterful, active citizens with ownership of their health and wellbeing. We believe that 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.

Key Concepts

Lessons will focus on the key concepts of becoming a sports-person, within the breadth of the KS1 and KS2 topics. The broad key skills for PE are:

- To value respect and fairness
- To develop stamina and interest to remain physically active for sustained periods of time
- To develop and apply tactical understanding
- To have the understanding, controlled technique and confidence to engage in competitive sports and activities
- To understand the importance of how to achieve their personal best while leading a healthy and active lifestyle
- Physical Literacy Concepts
 - Agility
 - Balance
 - Coordination

We recognise that objectives will focus on attaining or developing an ability, within the context of the topics e.g. to use running in athletics to aspire to achieve their personal best.

Each topic will include 'cultural capital' - the knowledge foundations which we will expect pupils to retain and be able to recall so that they are able to utilise this to complete related tasks. This 'cultural capital' will be made explicitly clear in planning.

Interwoven throughout the PE curriculum, our 3 core Church Vale values of **possibilities**, **community**, and **self-awareness** will be explicitly explored alongside and within our breadth of study.

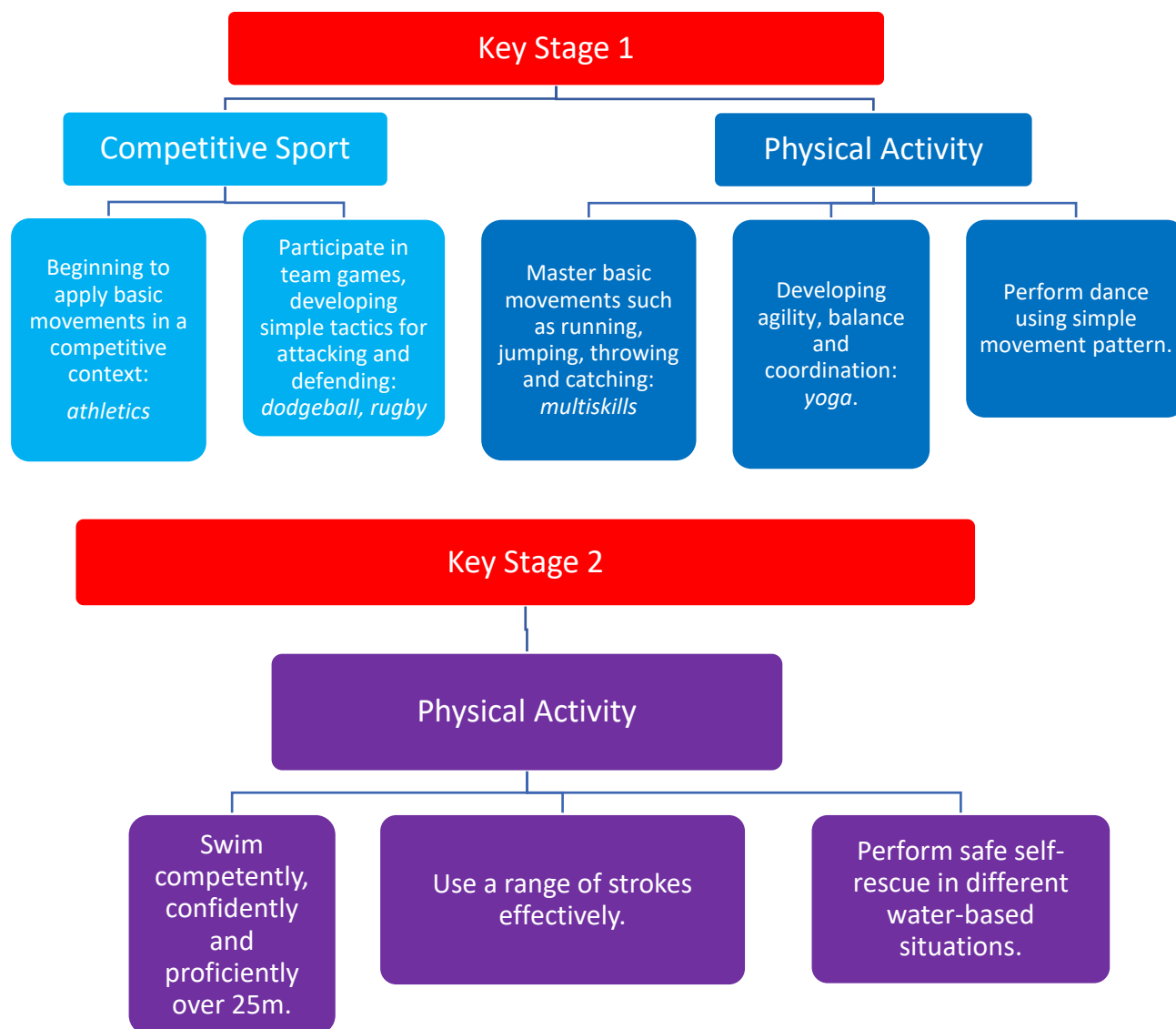


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Implementation

To enable a continued thematic approach, key concepts will be mapped out across the Key Stages 1 and 2.



Topics explored can be flexible, as long as the concepts are explored by the end of each stage of learning. Teachers within each key stage may either allocate specific contexts to their year groups, or adopt a collaborative two year rolling cycle.

Pupils will gain 'cultural capital', build on their key concepts as they are applied to the knowledge they acquire and will have a central task throughout the topic in which to demonstrate their learning and understanding.



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Progression of Key Concepts

Key Concepts	EYFS	KS1	KS2
To value respect and fairness	- Work and play cooperatively and take turns with others (ELG PSE BR) - Show sensitivity to their own and other's needs. (ELG PSE BR)	Work individually and with others. Engage in cooperative physical activities.	Enjoy communicating and collaborating with each other. Be encouraged to work in a team; building on trust and developing skills, either individually, or as a group.
To develop stamina and interest to remain physically active for sustained periods of time	- To understand factors that keep me healthy (DM PD) - Move energetically such as running, jumping, dancing, hopping, skipping and climbing (ELG PD GM)	Develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life.	Get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle. Take part in competitive sports and activities outside school through community links or sports clubs.
To develop and apply tactical understanding	Negotiate space with consideration for themselves and others (ELG PD GM)	Developing simple tactics for attacking and defending.	Apply basic principles suitable for attacking and defending. Use a range of tactics and strategies to overcome opponents in direct competition (through team and individual games).
To have the understanding, controlled technique and confidence to engage in competitive sports and activities	- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG PSE MS) - Demonstrate strength, balance and coordination when playing (ELG PD GM)	Participate in team games. Access a broad range of opportunities to extend their agility, balance and coordination. Developing balance, agility and coordination	Play competitive games, modified where appropriate. Learn how to use skills, apply them in different ways and link them to make actions and sequences of movement. Develop flexibility, strength, technique, control and balance e.g. through athletics and gymnastics.



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○ To understand the importance of how to achieve their personal best while leading a healthy and active lifestyle	○ To understand factors that keep me healthy (DM PD) ○ Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices (ELG PSE MS)	Engage in competitive physical activities (both against self and against others) Understand how to lead and maintain an active and healthy lifestyle.	Enjoy competing with each other. Learn how to evaluate and recognise their own success. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
○ Physical Literacy Concepts ○ Agility ○ Balance ○ Coordination	Negotiate space and obstacles safely, with consideration for themselves and others (ELG PD GS). Move energetically such as running, jumping, dancing, hopping, skipping and climbing (ELG PD GM) Demonstrate strength, balance and coordination when playing (ELG PD GM)	Develop fundamental movement skills, becoming increasingly confident and competent. Master basic movements such as a running, jumping, throwing and catching.	Continue to apply and develop a broader range of skills. Use running, jumping, throwing and catching in isolation and in combination.

Impact

Learners are able to better develop their key concepts and make greater links between developing and applying skills and the impact they have on their performance. They will develop a sound progressive understanding of basic movements and how to competently use them to excel in an extensive range of physical contexts. Pupils will value and utilize their collaborative and communicative skills and use this to conduct themselves respectfully. Our children are able to make conscious, wholesome choices to lead a healthy and active lifestyle. Ultimately, key concepts will better develop and will be able to be well applied to whichever context they are currently participating in.

We have a strong Leadership programme, as we believe in broader engagement in sport, whether through leading, volunteering, watching sport, or enjoying the shared feel-good factor and pride that comes from domestic and international sporting success. As physically literate children perform



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better academically, Church Vale Primary sees physical education as a priority and try to use an active approach to lessons when appropriate. Physical intervention groups such as FunFit are used to target children with fine and gross motor difficulties and we employ a yoga coach for FU and KS1 to improve our children's core strength which is important for their physical development and academic progress.

EXTRA CURRICULAR PROVISION

During the year, a variety of sessions are provided by staff and coaches after school. These may include dance, peer leaders, multi-skills, football, gymnastics, and basketball. Lunchtime clubs are provided by our Peer Leaders and games are run by our middays and outside providers (Express Coaching). Strong links with Mansfield Area Partnership and our local secondary schools (including Meden) provide extracurricular opportunities such as competitions and transition opportunities.

We believe that **all** children should be able to access our extra-curricular provision. Therefore, after school club attendance is monitored thoroughly and any children who are not able to attend after school clubs are invited to an Express Group run by Express coaching during the school day to mitigate barriers to accessing additional physical activity. The coaching in this session focuses on active participation as well as broader engagement and ownership of sport such as running and organising competitions.

Competition

Inter-school: As members of MASP, we have strong links with local leagues and clubs and enter competitions for all age ranges. Amongst others, we enter netball, tag rugby, athletics, basketball and rounders leagues. We also take part in Inspire Events meaning that children of all abilities can access competitive sports.

Intra-school: Children experience competitive games in PE lessons. We have an annual Sports day where the children compete against their House teams. Intra-class competitions are organised throughout the year by staff and club providers such as Mansfield Tennis Club.

HEALTH AND SAFETY

Manual Handling and Storage of Equipment

Where possible, manual handling tasks should be avoided or the risk of handling injury minimised by appropriate task design. The layout of storage areas should minimise the need to stretch, reach, bend or twist the body excessively to reach frequently used items. This can be enhanced by ensuring that storage areas are kept tidy and well organised. Teachers will make arrangements to enable students to learn how to handle equipment safely according to their age and strength. Children will be trained how to move equipment safely (e.g. having 2 children to lift small mats and 4 children to lift larger mats).



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Use of Mats

Mats will be used to absorb planned and foreseen landings to eliminate or greatly reduce impact shock and associated injuries. Children will be taught to recognise the need to use mats in a disciplined way as exit points. Mats should not be placed around profusely and indiscriminately to absorb accidental falls as they can produce real danger of young people accidentally tripping over them and falling or give them a false sense of security.

Kit

At Church Vale, we ask children to wear dark bottoms (joggers or shorts) and a white top. We ask for appropriate, flat footwear such as trainers or pumps.

Jewellery

The wearing of any jewellery, earrings or body piercings is not permitted during PE lessons (including swimming) and other sporting activities such as after school clubs or fixtures. **Staff should always give a verbal reminder to students** and, where necessary, visually monitor the group and/or individuals. KS2 students will be expected to complete Safety Checks themselves as they progress through the school.

Pupils are encouraged to leave items of jewellery and earrings at home on days when they have PE. Children who do wear earrings to school on PE days will be expected to remove them by themselves. **Staff are unable to help take out earrings or other piercings.** Parents cannot withdraw his/her child from PE lessons, as PE is a statutory subject. Newly pierced ears can take a period of up to six weeks before earrings can be removed. We do remind parents and carers that ears should be pierced at the start of the summer holidays to allow sufficient time for earrings to be safely removed. Pupils who are not able to remove earrings (as these may be newly pierced) will not actively participate in PE. **The taping of jewellery can create a perception of safety and is not permitted.**

Inclusion in Physical Activity

At Church Vale, we believe in an inclusive PE curriculum for all our children. We know the benefits that quality PE can bestow upon the whole child.

This means that:

- The teacher/ coach has the highest possible expectations for *all* children in their class.
- PE teaching is based on building on what each child already knows, can do and can understand.



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- Specific strategies are in place to meet the needs of individual children. Specific resources may be used to meet each child's needs to enable them to access PE and physical activity

PE activities can be modified in a variety of ways:

- Equipment - colour, shape, length of handle, size, texture, weight
- Interaction - ability grouping or pairing, feeding (e.g. ball), safe zones (no marking), playing outside the games area, varying team numbers
- Position - adjusting posture to suit the activity, e.g. sideways to throw, alternating the intensity, using tactile guidelines to aid orientation
- Rules - additional 'lives', changing rules to aid inclusion, different ways of playing, simplifying a game, rotating rules, creating specific rules
- Space - distance travelled, height / length of barrier, size of the playing area, use of a zoned playing area
- Speed - varying speeds, e.g. slower or faster, using 'still' apparatus, e.g. large 'golf' tee

Throughout the school year, we also run and sign post inclusive sports such as boccia and wheelchair basketball to promote understanding and inclusivity.

Matt Debic

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