



To inspire confident learners who will thrive in a changing world.

Physical Education & Wellbeing Policy

Intent of study at Swinford School

At Swinford CofE Primary School we believe that Physical Education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical, emotional development and health. Our P.E. curriculum aims to develop pupils' self-confidence and practical skills in order to participate, compete and lead a healthy lifestyle. Our intent is to deliver consistently high-quality teaching and learning opportunities that inspire all children to succeed and achieve their personal best. We also want to teach children how to co-operate and collaborate with others, as part of a team, understanding fairness and equity in play, sportsmanship and embedding life-long values. We want all children to foster an enjoyment and appreciation for this subject and for them to enjoy being involved in sports not only as participants, but also as leaders and organisers.

Implementation

Our curriculum has been organised to ensure all the children have a PE lesson which meets the national curriculum and go beyond its statutory requirements. All classes are timetabled for a P.E. sessions per week which lasts for 2 hours. We provide for individual special needs, modifying activities and equipment where appropriate. The children learn a range of sports during their lessons which are carefully mapped out by our sports coach. He uses materials by Home of PE to deliver high quality PE lessons.

We are part of the South Leicestershire Sports Partnership and therefore are able to participate in many competitive and non-competitive events. There are also a number of all-inclusive festivals which we attend. These are predominantly for KS2 pupils and we do our best to ensure that all children get the opportunity to attend at least a couple. We also run House sporting events throughout the year such as

September/October – Cross Country

March/April – Colour Run

June – Sports Day (Individual competitive races in the morning, throwing & jumping events in a carousel in the afternoon).

Our residential week for year 5/6 pupils, allow children to take part in outdoor and adventurous challenges both individually and as a team. The Year 5/6 pupils attend a 6-week block of swimming lessons in the summer term.

The reception class accesses a Forest School each Friday afternoon.

The playground leaders from Y5, regularly organise sports and games at lunch times. The Y6 Wellbeing Ambassadors, help with whole school events.

Impact

Our engaging curriculum enables children to develop fundamental skills and apply them to a variety of sports and activities, including self-rescue in the water and swimming 25 metres competently. Our pupils are physically active and motivated to achieve their personal bests. They understand how to lead a happy, healthy life-style and are aware of the benefits of exercise for both the mind and body.

We want children to develop a sense of well-being and a love for sport, to take ownership for their own health and fitness and to feel confident to pursue a range of activities in future life.

Coverage of the National Curriculum

Subject	KS 1	K S 2	Ref	Pupils should be taught to/about...	Total	KS1 Yr A	KS1 Yr B	LKS2 Yr A	LKS2 Yr B	UKS 2 Yr A	UKS 2 Yr B
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Physical Education	KS1		PE1	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	6	2	4				
Physical Education	KS1		PE2	participate in team games, developing simple tactics for attacking and defending	4	2	2				
Physical Education	KS1		PE3	perform dances using simple movement patterns	2	1	1				
Physical Education	KS1	KS 2	PE4	lead healthy and active lives with the ability to sustain long periods of physical activity	15	2	3	2	3	2	3

Physical Education		KS 2	PE5	use running, jumping, throwing and catching in isolation and in combination	10			2	3	2	3
Physical Education		KS 2	PE6	play competitive games to build character and embed our school values	10			2	3	2	3
Physical Education		KS 2	PE7	develop flexibility, strength, technique, control and balance	8				3	2	3
Physical Education		KS 2	PE8	take part in outdoor and adventurous activity challenges	2					1	1
Physical Education		KS 2	PE9	compare their performances with previous ones and demonstrate improvement to achieve their personal best	10			2	3	2	3
Physical Education		KS 2	PE10	swim competently, confidently and proficiently over a distance of at least 25 metres in recognised strokes	4			2	1		1
Physical Education		KS 2	PE11	perform safe self-rescue in different water-based situations	2				1		1

Long Term Coverage

Swinford PE Curriculum 2024/2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Seahorses (EVFS)	Multi skills	Gymnastics(Core Skills)	Gymnastics	Dance and Fitness	Striking and Fielding	Games
	Balance and Coordination	Fundamental Movement Skills	Parachute Games/Fitness Circuits	Games Invasion	Fundamental Movement Skills (BAT and BALL)	Athletics/Sports Day
Seals (Years 1 & 2)	SAQ, Bleep Test and Fundamentals	Tag Rugby/Basketball	Gymnastics	Dance and Fitness	Striking and Fielding	Games
	Ball Skills – Throwing and Catching	Indoor Athletics/Orienteering	Parachute Games/Basketball	Hockey	Cricket	Athletics/Sports Day
Turtles (Years 3 & 4)	SAQ, Bleep Test and Fundamentals	Tag Rugby/Basketball	Gymnastics/Dodgeball	Dance and Fitness	Athletics/Sports Day	Cricket/Rounders
	Teamwork, Mental Wellbeing, and Circuits	Indoor Athletics/Orienteering	Basketball/Bleep Test	Hockey/Netball	Tennis/Bleep Test	Tri Golf
Dolphins (Years 5 & 6)	Football and Table Tennis	Tag Rugby/Basketball	Gymnastics/Dodgeball	Dance and Fitness	Athletics/Sports Day	Cricket/Rounders
	Teamwork, Mental Wellbeing, and Circuits	Indoor Athletics/Orienteering	Basketball/Bleep Test	Hockey/Netball	Tennis/Bleep Test	Tri Golf

Progression in Skills

Motor skills

Motor Competence

Below you will find the Motor Competence Progression Map. We have included a helpful glossary of key terms used throughout the map at the bottom of the document. Please note that 'perform' in this context is intended to refer to the execution of a skill or movement as opposed to performing it in front of an audience.

Motor Competence							
	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Locomotor Skills	Explore and perform a range of simple locomotor movements with developing control and coordination.	Explore, refine and perform a range of simple locomotor movements with increasing control and coordination.	Demonstrate control and coordination when performing simple locomotor movements.	Demonstrate consistent control and coordination when performing simple locomotor movements and begin to develop specialised locomotor movement skills.	Perform a range of increasingly complex and specialised locomotor movements with developing control and precision.	Perform a range of increasingly complex and specialised locomotor movements with consistent control and precision.	Consistently demonstrate mastery, control and precision when performing a range of complex and specialised locomotor movements.
Body Awareness	Manipulate parts of the body with developing control, beginning to demonstrate awareness of self and others.	Manipulate parts of the body with increasing control and purpose, demonstrating awareness of self and others.	Intentionally manipulate and control body movements to achieve a desired outcome, beginning to demonstrate awareness of position, flexibility and tension.	Intentionally manipulate and control body movements to achieve a desired outcome, demonstrating awareness of position, flexibility and tension.	Incorporate controlled movement, flexibility, strength and body tension into a wide variety of physical activities, beginning to demonstrate an understanding of quality and form.	Incorporate controlled movement, flexibility, strength and body tension into a wide variety of physical activities, demonstrating an understanding of quality and form.	Consistently demonstrate mastery of flexibility, strength and body tension to perform controlled, intricate and correctly formed movements in a range of physical activities.
Stability Skills	Demonstrate developing control and stability when performing simple balances and movements.	Demonstrate increasing control and stability when performing simple balances and movements.	Consistently demonstrate control and stability when performing simple balances and movements.	Demonstrate control, stability and developing agility when performing increasingly complex balances and movements.	Demonstrate control, stability and increasing agility when performing balances and movements in a variety of physical activities.	Demonstrate control, stability and agility when performing balances and movements in a variety of physical activities.	Demonstrate mastery of balance and agility when performing complex balances and movements in a range of physical activities.
Manipulative Skills	Develop coordination of body and equipment to manipulate objects with developing control and accuracy.	Develop coordination of body and equipment to manipulate objects with increasing control and accuracy.	Demonstrate coordination of body and equipment to manipulate objects with control and accuracy.	Demonstrate coordination of body and equipment to perform fundamental manipulative skills with control and accuracy and begin to develop specialised manipulative skills.	Perform specialised manipulative skills with increased control, accuracy and fluency, demonstrating knowledge of correct techniques.	Perform specialised manipulative skills with control, accuracy and fluency, demonstrating knowledge of correct techniques and when to apply them.	Perform specialised manipulative skills, with mastery of control, accuracy and fluency, demonstrating knowledge of correct technique, applying them consistently and appropriately.
Combining and Applying Movement Skills	Link and apply fundamental movement skills in a range of physical activities.	Link and apply fundamental movement skills in a range of physical activities with developing fluency.	Link and apply fundamental movement skills with increasing fluency and begin to combine these skills in physical activities.	Combine, link and apply fundamental movement skills with fluency and apply these skills in physical activities.	Combine, link and apply a developing repertoire of fundamental and specialised movement skills with increasing fluency in a range of familiar situations in physical activities.	Combine, link and apply an increasing repertoire of specialised movement skills fluently, beginning to transfer these skills into a range of unfamiliar situations in physical activities.	Consistently combine, link and apply a broad repertoire of specialised movement skills fluently, transferring these skills into a range of familiar and unfamiliar situations in physical activities.

Familiar situations: using a skill in the context that it has been taught e.g. using learning about jumping for height to perform a vertical standing jump

Unfamiliar situations: applying a skill in a new context that is different from the one in which it was learned e.g. using learning about jumping for height to intercept a pass in a throwing game

Rules, Strategy and Tactics

Rules, Strategy and Tactics

Below you will find the Rules, Strategy and Tactics Progression Map. We have included a helpful glossary of key terms used throughout the map at the bottom of the document. Please note that 'perform' in this context is intended to refer to the execution of a skill or movement as opposed to performing it in front of an audience.

Rules, Strategy and Tactics							
	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Rules	Follow simple rules and instructions to participate in games and physical activities.	Follow and respond to simple changes in rules to participate in games and physical activities.	Understand and explain why rules are needed and consistently follow and apply them in games and physical activities.	Follow, understand and apply increasingly complex rules in a range of games and physical activities, and explain how rules impact the game.	Follow, understand, apply and adapt complex rules and begin to self-manage games and physical activities.	Follow, understand, apply and adapt complex rules, and self-manage a range of games and physical activities.	Demonstrate a strong understanding of complex rules by applying them confidently, honestly and fairly when participating in and self-managing a range of physical activities.
Strategy and Tactics	Work towards a desired outcome or goal in simple games and physical activities.	Make simple strategic decisions in group games and physical activities.	Begin to understand the importance of, and how to apply, simple strategies and tactics in games and physical activities.	Understand the importance of and apply simple strategies and tactics in games and physical activities.	Demonstrate increased tactical and strategic understanding in individual and team activities, beginning to apply strategies and tactics appropriately and reflect on their effectiveness.	Appropriately apply strategies and tactics in individual and team activities, reflecting on their effectiveness to suggest and implement adjustments.	Appropriately apply strategies and tactics in gameplay situations, demonstrating leadership skills in making decisions and using reflections to make effective adjustments in individual and team activities.
Composition	Create and follow simple movement sequences.	Create, follow and adapt movement sequences.	Create, follow and adapt movement sequences using a repertoire of movements.	Create and adapt movement sequences, beginning to link these to create simple routines.	Create, adapt and link movement sequences to create increasingly complex routines.	Create and adapt movement sequences and routines by appropriately selecting and linking movements with increasing fluidity.	Create and adapt increasingly complex movement sequences and routines by appropriately selecting and linking movements explaining the reasoning for their creative choices.
Elements of Dance	Use elements of dance fundamentals in isolation to communicate simple ideas, thoughts or feelings through spontaneous movement.	Begin to demonstrate understanding of the elements of dance fundamentals in isolation to communicate simple ideas, thoughts or feelings through planned movement.	Demonstrate elements of the dance fundamentals both combined and in isolation to communicate simple ideas, thoughts or feelings through planned movement.	Demonstrate awareness of combining the elements of dance fundamentals in response to stimuli, as well as to communicate more complex ideas, thoughts or feelings.	Demonstrate combining and adapting elements of dance fundamentals in a range of complex ways to create responses to stimuli or changes in stimuli, as well as to communicate more complex ideas, thoughts or feelings.	Demonstrate using unique and creative approaches to varying and combining elements of dance fundamentals to express a range of stimuli, ideas, thoughts, feelings and narratives.	Demonstrate the ability to confidently and appropriately combine, vary and adapt different elements of the dance fundamentals to suit various stimuli, audiences and purposes, and express a range of ideas, thoughts, feelings and narratives.
Creative and Critical Thinking	Demonstrate imagination and discuss their own thoughts and ideas in physical activities.	Demonstrate creativity in making simple decisions and to support performance in physical activities.	Demonstrate creativity and innovation to make simple decisions and to support performance in physical activities.	Demonstrate creativity and innovation to make simple decisions and to support performance in physical activities, beginning to think critically to refine and improve these.	Demonstrate creativity, innovation and critical thinking to support decision making and performance in physical activities.	Demonstrate creativity, innovation and critical thinking to support and justify decision making and performance in physical activities.	Demonstrate creativity, innovation and critical thinking to support and justify with clear reasoning, decision making and performance in physical activities.

Self-manage: In this context, this means to manage games independently or as part of a group without the need for adult intervention.

Dance fundamentals: This refers to the strategic use of body, energy, space and time (BEST) in dance and movement.

Healthy Participation

Healthy Participation

Below you will find the Healthy Participation Progression Map. We have included a helpful glossary of key terms used throughout the map at the bottom of the document. Please note that 'perform' in this context is intended to refer to the execution of a skill or movement as opposed to performing it in front of an audience.

Healthy Participation							
	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Emotional Regulation	Participate in PE lessons, beginning to regulate their own emotions and demonstrate an understanding of how to keep themselves, and others, safe in physical activities.	Actively participate in PE lessons, regulating their own emotions to consistently follow rules, routines and expectations.	Regulate their own emotions successfully in order to persevere when faced with challenging situations in physical activities.	Develop perseverance when faced with challenging situations and begin to cope appropriately with the outcome of competitive situations.	Demonstrate resilience in a range of situations, responding appropriately to the outcome of competitive situations.	Successfully regulate their own emotions in a range of situations, responding appropriately to outcomes of competitive situations and demonstrating perseverance.	Consistently demonstrate the ability to successfully regulate emotions, including in competitive situations and when faced with challenges.
Evaluation and Reflection	Begin to reflect on physical activities that they have participated in and celebrate their own and others' achievements.	Reflect on their own and others' strengths and begin to identify areas for improvement in physical activities.	Reflect on their own and others' strengths and areas for improvement in physical activities and understand that feedback helps to refine and improve performance.	Respond to feedback and use reflections to refine and improve performance, beginning to give constructive feedback to others.	Respond appropriately to feedback and personal reflections to refine and improve performance and set simple targets for progression and give constructive feedback to others.	Give and respond to feedback appropriately to refine performance and set simple targets for progression, in independent, group and team activities.	Assess their own, and others', performance against set criteria, giving and responding to constructive feedback, to refine performance and set targets for progression for themselves, their team or group and others.
Healthy and Active Lifestyle	Begin to understand the short-term effects of physical activity on the mind and body.	Have an increased understanding of the short-term effects of physical activity on the mind and body.	Understand and explain the short-term effects of physical activity on the mind and body.	Develop awareness and understanding of the long-term effects of physical activity and the role that this plays in supporting overall health and well-being.	Understand and explain the long-term effects of physical activity and the role that this plays in supporting overall health and well-being.	Understand and explain the importance of a lifelong , active lifestyle and how this contributes to overall health and well-being.	Understand and explain the importance of, and how to lead a lifelong , active lifestyle and give examples of activities and choices that can help to achieve this.
Teamwork and Communication	Work alongside and cooperatively with others in physical activities.	Develop cooperative skills in paired and group physical activities, communicating respectfully with each other.	Work cooperatively in paired, group and team activities, demonstrating clearer communication skills and improved listening.	Identify and use effective communication skills to begin to work collaboratively with others in a group or team activity when working towards a common goal.	Work collaboratively as part of a group or team, using clear communication skills during activities to aid performance, solve problems or begin to make collective decisions when working towards a common goal.	Work cohesively and collaboratively as part of a group or team, using effective verbal and non-verbal communication skills to aid performance, solve problems or make collective decisions. Begin to apply these skills more consistently within competitive games.	Work cohesively and collaboratively as part of a group or team, using effective verbal and non-verbal communication skills to solve problems and make collective decisions that aid performance during competitive games. Demonstrate leadership skills when necessary, communicating in a positive, respectful way towards others.
STAR (Spirit, Teamwork, Attitude and Respect) Values	Begin to show an awareness of the STAR Values and sometimes recognise and demonstrate them when prompted in simple physical activities.	Know what the STAR Values are and recognise and demonstrate them when prompted in simple physical activities.	Know and begin to describe what the STAR Values are and begin to independently demonstrate them in an increasing range of physical activities.	Know, describe and begin to identify what the STAR Values are and demonstrate them with developing independence in a range of physical activities.	Describe and identify the STAR Values and demonstrate them with increasing independence in a range of physical activities, beginning to understand the positive impact of these in physical activities.	Demonstrate the STAR Values independently in a range of physical activities, understanding the positive impact of these in physical activities.	Consistently and confidently identify and demonstrate the STAR Values independently in a range of physical activities and challenging situations, understanding the positive impact of these in physical activities and beyond.

Short-term: in this context, short-term means the immediate impact of exercise on the body e.g. increased heart rate.

Long-term: in this context, long-term means the impact of regular exercise on the body over a period of time e.g. increased stamina.

Lifelong: in this context, lifelong means the lasting impact of exercise on the body e.g. improved quality of life.

Performance: in this context, performance has a broad meaning and refers to the execution of a skill, performance within a game or activity, or performance of a movement sequence or routine.

Independently: without the need for adult prompting.

STAR Values: the values of Spirit, Teamwork, Attitude and Respect.

SEND

A valuable tool to help us plan and deliver accessible, inclusive and aspirational PE lessons for all learners is the C-STEP Principle.

C-STEP prompts us to consider how we communicate, use space and adapt the task, equipment and support learners to ensure they participate and thrive in PE lessons regardless of their physical and learning needs.

Communication

Use the learner's preferred communication methods be that verbal, Makaton, symbols or a combination of them all to ensure that lessons and activities are accessible. When teaching new skills in PE it is easy to be quite 'wordy' and technical in our delivery so using key words/signs/symbols/simple language in our instructions can be a huge support to learners with poor receptive language and processing delays. Clear and precise names for strategies and techniques can support learners to acquire the knowledge they need to participate in the activity, e.g., clear names for rules. Space Carefully consider the environment to ensure all learners can access PE lessons and sporting activities. By making adaptations to the physical environment and space, we can make all PE lessons inclusive for wheelchair users and learners with a range of physical needs. Task Changes and adaptations can be made to activities and specific tasks to ensure all learners are able to participate fully. Adaptations can range from small, subtle changes when performing a skill through to larger modifications to the activity or sport itself.

Equipment

The equipment we use can make a big difference as to whether a lesson is inclusive and accessible or not. By making modifications to, and sometimes changing, the equipment we use, we can ensure that all learners are able to participate, enjoy and experience success in our lessons.

- Using balloons with rice in to support visually impaired learners in a tennis session.
- Large, bright, shiny, tactile resources to engage more sensory learners, e.g., a ball wrapped in tin foil/bubble wrap.
- Making adaptations to the size, weight and grip of PE equipment can have a positive impact on learners with a range of physical needs.
- Using assistive resources to support learners in target sports, e.g., ramps to play boccia, cricket and ten pin bowling.

People

The support learners receive from key people throughout a PE lesson can make arguably the biggest impact on their skills, attitudes and progress. A key adult can model skills, break down activities into smaller steps and support with the repetition and over-learning of skills that can be so important for SEND learners. Peers can be a huge support in helping to motivate and model skills whilst ensuring a learner maintains their independence and doesn't become over-reliant on the support of a key adult. Learners working in mixed ability groups can provide aspirational role models and opportunities for the most able to develop their skills further through demonstrating and coaching. As learners' competence and confidence develops, the support being provided can be slowly reduced to enable the learner to participate more independently.

Curriculum Considerations

An inclusive physical education curriculum should both engage and inspire young people to lead healthy and active lifestyles and broaden their experience of sport and fitness activities. Physical education and sport should be accessible regardless of a young person's disability or needs. Basing a curriculum and activities around a broad variety of sports and physical activities helps provide new, exciting experiences that will spark an interest and motivate learners to be more physically active and enjoy the associated health and social benefits this can bring.

Key stage 1

Learners develop the fundamental movement skills of running, jumping, throwing, co-ordination, balance and agility and begin to develop patterns of movement. As learners develop their confidence and competence these movements can become

more complex and linked together. The aim is for all learners to develop their accuracy and fluency of movement execution over time. A big focus is being able to co-operate with others, share and develop strong communication skills. Learners will be taught the basic conventions of games and different activities that have rules and boundaries. This is a particularly important stage for learners with SEND as they build core movement skills that support and shape their physical development

Key Stage 2

As learners progress, they begin to develop a broader range of skills and start to put sequences of movement together. Some of these movements become more specialised and related to particular sports or physical activities. Competition between oneself and others and rules are introduced with learners beginning to demonstrate more refined technique and improvement in their performance. Learners begin to display a greater control of their skills/movements and start to develop a greater strength and flexibility as they approach the end of Key Stage 2. Skills and more complex movements may need to be broken down into smaller steps for learners with SEND and teachers should make adaptations to activities and sports to ensure they are accessible.

RESOURCES AND WEBSITES

Ofsted Research review [Subject report series: PE - GOV.UK](#)

Chance to Shine – This website, which has been created by the Yorkshire Cricket Club, contains a series of lesson plans to help developing cricketing skills (striking, fielding, catching). The website also contains lesson plans for Maths and Literacy plans to encourage cross-curricular learning.

<https://www.chancetoshine.org/teaching-resources>

BBC Bitesize – BBC are uploading new videos all the time about sports, dance and health and fitness. <https://www.bbc.co.uk/bitesize/subjects/zj6pyrd>

Twinkl – Twinkl have unit packs to help teach different PE games and skills cards to teach workout lessons. <https://www.twinkl.co.uk>

Swim England – Great resources for school swimming lessons [Swimming and Water Safety in Schools | Swim England](#)