

# Subject Key Specification Policy



## Physical Education



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## Rationale

### Trust Level

This document was created in conjunction with PE subject leads across the primary arm of the Rowan Learning Trust (RLT). Through this collaborative approach, '[Stage Descriptors](#)' were identified and agreed upon on a trust level. These descriptors provide a list of objectives which each school uses as their baseline/non-negotiable objectives, providing a moderated approach to the content delivered in PE lessons across the RLT. PE leads across the Trust worked together to ensure that these Stage Descriptors met the National Curriculum Aims and Objectives.

### School Level

Using these Stage Descriptors, each school within the RLT has personalised their curriculum to suit their context and individual needs. Here at Marus Bridge Primary School, the Stage Descriptors act as a baseline to our 'End Points Document', which lists each objective to be taught within each individual topic. Topics and End Points have been selected with a great deal of purpose to reflect the intent of our curriculum at Marus Bridge and ensure that knowledge is sequential and interconnected.

## PE Intent, Implementation and Impact

### PE Intent

At Marus Bridge Primary school, every pupil has the **knowledge and skills** that they need to live a **healthy lifestyle**. They enjoy taking part in **competitive and non-competitive sports** and put their skills into practice to reach a goal. They are resilient and work collaboratively to achieve a shared goal. Our PE curriculum offers pupils a firm foundation for developing **healthy bodies** alongside **social and emotional well-being**, linking closely with our **school values** of kindness and respect, determination and trust.

### PE Implementation

PE is taught for a minimum of **120 mins per week** in every year group. During their lessons, children will complete topics of work which they will re-encounter throughout their time on Marus Bridge, providing a **spiral approach** to our curriculum design. From the EYFS all the way up until Y6, children are exposed to the interlinking objectives within our "PE End Points Document", which ensures overlearning and prior knowledge driven delivery. **All planning for PE has been created by class teachers, and external specialists**, assisted by the 'PE Planning' scheme which is adapted to suit our bespoke end points. To support the acquisition of vocabulary relating to PE, **tier 2 vocabulary has been carefully** selected by the subject lead, and such vocabulary reoccurs through the curriculum to support overlearning (See End Points document for **colour coding of vocabulary**).

Pupils have the opportunity to work with a variety of **specialist sports providers** as well as class teachers to deliver the PE curriculum. During Y3, all children learn to swim at our local swimming baths by specialist swimming teachers. In addition, MBPS employ a specialist dance and gymnastics teacher and a High school PE specialist who teach one out of the two weekly PE lessons in each year group across school. The second weekly lesson is planned by and taught by class teachers. Specialists and class teachers often participate in **Team Teach opportunities** to upskill and share good practice. Teachers also are supported by the CPD materials on the PE Planning website.



In terms of enrichment, we provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events. In acknowledgement of **our fantastic enrichment offer**, we have been awarded **School Games Award – Gold** in academic year 2023-2024. In addition to this, children in every year group have annual outdoor education sessions with **The Wildlife Trust**, which links directly to our school values. During **healthy living week**, we have a particularly strong focus on determination and resilience and children have a number of physical challenges (such as climbing walls) to complete to hone these interpersonal skills throughout their time at Marus Bridge.



Our **MB10** (see separate document) is also used across the breadth of the curriculum to ensure that cognitive learning strategies are used as a pedagogical tool to support effective teaching and learning.

## PE Impact

Children competently complete a range of physical skills in line with their age-related expectations. They are motivated to be physically active for a sustained period of time and often live healthy lifestyles by choosing to take part in sports outside of lesson time. Children build their skills sequentially throughout the year groups. They are also able to articulate how to improve their skills.

In terms of data, 90% of pupils reached the expected standard for PE in the academic year 23-24. As a trust, our moderation process concluded that 80% is the average across the Trust.

## National Curriculum Aims and Objectives

<b>KS1</b>	<p>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 and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns.</li> </ul>
<b>KS2</b>	<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• 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.</li> <li>• Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics.</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p>Swimming and water safety:</p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• Perform safe self-rescue in different water-based situations</li> </ul>

## Stage Descriptors

### Stage Descriptors (agreed upon on a Trust level)

<b>EYFS</b>	<p><b>Fundamental Movement Skills</b></p> <ul style="list-style-type: none"> <li>• Revise and refine fundamental movement skills such as rolling, crawling, walking, jumping, running, kicking, hopping, skipping and climbing</li> </ul> <p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>• Move confidently in a range of ways, safely negotiating space</li> <li>• Talk about how our body feels during activity</li> </ul>
<b>KS1</b>	<p><b>Fundamental Movement Skills</b></p> <ul style="list-style-type: none"> <li>• Master fundamental movement skills such as rolling, crawling, walking, jumping, running, kicking, hopping, skipping and climbing</li> <li>• Jump in different ways</li> <li>• Explore, copy, and repeat simple skills and actions</li> <li>• Change our body shape in a range of ways</li> <li>• Begin to move confidently with increasing care, control and co-ordination</li> <li>• Copy, repeat and remember simple sequences</li> <li>• Perform dances using simple movement patterns</li> </ul> <p><b>Team Games</b></p> <ul style="list-style-type: none"> <li>• Follow rules in a small game situation</li> <li>• Demonstrate simple tactics for attacking and defending</li> <li>• Understand some concepts of games e.g. opponent, teammate</li> <li>• Apply fundamental movement skills within a team game</li> </ul> <p><b>Personal Development</b></p> <ul style="list-style-type: none"> <li>• Work with others</li> <li>• Comment on my own and others' actions</li> <li>• Suggest simple improvements</li> <li>• Understand the importance of being active</li> <li>• Talk about how to exercise safely and how our bodies feel during an activity</li> </ul> <p><b>Outdoor and Adventurous Activity</b></p> <ul style="list-style-type: none"> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team</li> </ul>
<b>LKS2</b>	<p><b>Fundamental Movement Skills</b></p> <ul style="list-style-type: none"> <li>• Use running, jumping, throwing and catching skills in isolation and in combination</li> <li>• Demonstrate flexibility, strength, technique, control and balance</li> <li>• Perform dances using a range of movement patterns</li> </ul>

- Sequence movements to communicate an idea using expression and conveying emotion

#### **Team Games**

- Apply simple tactics across different games to outwit an opponent
- Follow a set of rules in a game
- Compete in games, demonstrating fundamental movement skills
- Understand the importance of fairness, respect, honesty and resilience

#### **Personal Development**

- Engage with others, contributing to success
- Understand how performances can be improved, through practice and reflection
- Refine movement after evaluation from others
- Understand the importance of practice
- Describe what effects exercise has on our bodies
- Understand the importance of warming up and cooling down

#### **Swimming and Water Safety**

- Swim competently, confidently and proficiently over a distance of at least 25 minutes
  - Use a range of strokes effectively
  - Perform safe self-rescue in different water-based situations
- Outdoor and Adventurous Activity**
- Take part in outdoor and adventurous activity challenges both individually and within a team

UKS2

#### **Fundamental Movement Skills**

- Use with increasing accuracy running, jumping, throwing and catching skills in isolation and in combination
- Demonstrate flexibility, strength, technique, control and balance in an increasing range of contexts
- Plan, perform and repeat increasingly complex sequences including changes in speed, direction and level
- Create complex, extended sequences to communicate an idea using expression and conveying emotion

#### **Team Games**

- Combine, vary and choose tactics and adapt skills depending on the situation in a game
- Collaborate as a team and communicate a plan
- Know and apply the rules of a range of games and sports
- Reason why decision and rules are fair or unfair
- Compete successfully in games showing fairness, respect, honesty and resilience

#### **Personal Development**



- Demonstrate leadership qualities
- Support others to improve and refine skills and knowledge
- Know and use the relationship between power and stamina
- Use a range of criteria to judge my own and others work
- Demonstrate a good sporting attitude regardless of the outcome
- Compare performances with previous ones
- Show desire to improve and increase on past performance
- Understand how heart rate and breathing slows after exercise, monitoring my own

#### **Outdoor and Adventurous Activity**

- Take part in outdoor and adventurous activity challenges both individually and within a team



## PE Planning at Marus Bridge

### Long Term Plans

Each year group provides LTPs which give an overview of the learning/topics which will take place over the course of the year. These are shared with parents on our website.

### Medium Term Plans

MTPs are completed by class teachers every half term. The MTP maps out the sequence of objectives to be taught within the PE topic for that half term. MTPs list the lesson objectives (presented as a WALT to the children) and documents the basic overview of the lessons. Weekly plans, PowerPoints and lesson resources are then saved in the staff Shared Area and audited by the subject and curriculum lead annually.

## Scheme of Work

The following topics/scheme of work is followed here at Marus Bridge. All planning for these topics has been developed by class teachers and external specialists with the assistance of this 'PE Planning' scheme. This is to ensure that our curriculum is bespoke to our context. Objectives for each topic can be found within the PE End Point Document.

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>		Movement	Fun and Games	Throwing and Catching	Me and Myself	Fitness	Fitness
		Dance	Dance	Ball Skills	Ball Skills	Working with Others	Working with Others
<b>Y1</b>	External	Dance	Gymnastics	Tennis	Badminton	Athletics	Tag Rugby
	Internal	Hockey	Football	Cricket	Rounders	Orienteering	Netball
<b>Y2</b>	External	Dance	Gymnastics	Badminton	Volleyball	Athletics	Dodgeball
	Internal	Handball	Cricket	Orienteering	Basketball	Rounders	Hockey
<b>Y3</b>		<i>SWIMMING</i>	<i>SWIMMING</i>	<i>SWIMMING</i>	<i>SWIMMING</i>	<i>SWIMMING</i>	<i>SWIMMING</i>
	External	Dance	Gymnastics	Tag Rugby	Volleyball	Athletics	Tennis
	Internal	Rounders	Cricket	Netball	Orienteering	Football	Handball
<b>Y4</b>	External	Dance	Gymnastics	Dodgeball	Badminton	Athletics	Tennis
	Internal	Cricket	Hockey	Basketball	Rounders	Handball	Orienteering
<b>Y5</b>	External	Dance	Gymnastics	Tennis	Orienteering	Athletics	Netball
	Internal	Volleyball	Basketball	Cricket	Hockey	Rounders	Handball
<b>Y6</b>	External	Dance	Gymnastics	Dodgeball	Volleyball	Tag Rugby	Badminton
	Internal	Netball	Orienteering	Football	Cricket	Athletics	Rounders

## PE Assessment at Marus Bridge

In Reception, children are assessed against the Early Learning Goals for Physical Development which are as follows:

### **Physical Development**

#### **ELG: Gross Motor Skills**

- 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.

#### **ELG: Fine Motor Skills**

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

For children in Years 1 - 6, children are summatively assessed in PE at the end of each academic year on Arbour (our internal assessment system). These assessments are based on children's engagement, retention and articulation of the 'End Point' objectives for their year group and the application of this knowledge in their physical skills. To inform these assessments, class teachers and PE specialists keep a log of children's achievement in each topic in their 'formative assessment' booklets, along with any notes to support their judgements.

At the end of each academic year, each child is assigned one of the following gradings on Arbour:

<b>PKS</b> (Pre-Key Stage)	Children have not been exposed to the full curriculum due to a significant SEND.
<b>HNM</b> (Has Not Met)	Children can't articulate answers to the majority of the questions listed in the End Point document for this subject.
<b>EXS</b> (Expected)	Children can articulate answers to the majority of the questions listed in the End Point document for this subject.
<b>Gifted and Talented</b>	Children show a specific talent for an aspect of the subject.

## Resources:

All teachers and external providers have access to centrally stored PE resources. Resources are kept in two locations; indoor PE store located in the hall and a further external PE store located on the KS2 playground. All PE resources are checked regularly to ensure that they meet health and safety requirements, and in addition to this, all resources are audited annually.

## Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety.

Reference should be made to the school's Risk Assessments. All staff have a copy of the Health and Safety Policy in school documentation file.

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teachers and is the responsibility of the teacher.
- Children should be given health and safety guidance through the lesson.
- All jewellery and earrings should be removed and stored safely before each lesson. Children who are unable to remove their own earrings, will not be able to take part. We do not cover earrings with plasters.
- All long hair should be tied back.
- Suitable PE kit should be worn for each lesson (See Appendix 2)
- For indoor PE, children should walk to the hall with suitable footwear on (pumps/trainers or school shoes).
- All children taking part in indoor PE should be bare foot or wear suitable footwear for indoor PE (pumps not trainers).
- For gymnastics, when the apparatus is being used, suitable footwear should be worn (pumps or barefoot only).
- All children with verrucas should wear pumps.
- Children who do not have a PE kit will take part in the lesson as an observer rather than a participator. Parents will be informed after two consecutive occasions of no PE kit.
- Every child must have a school PE kit. Children should come to school in their PE kit on the set PE days for their class. This will be communicated to parents at the start of each academic year.

## Safeguarding Considerations

Any external providers must provide evidence in the office of the Enhanced DBS before being left alone with pupils. They must also be reminded of the importance of not using mobile phones within the school.

## Inclusion Considerations

The class teacher meets the needs of the most able and SEN by differentiating PE lessons through levels of support provided and adopting a mastery approach. Children identified as having additional Special Educational Needs may need greater differentiation of materials and tasks consistent with that child's I.E.P. (Individual Education Plan). More able children will be challenged and motivated by greater differentiation of challenge. The class teacher also aims to identify those children who may be gifted in PE and provide them with appropriate learning opportunities. All children will be given opportunities to participate on equal terms in all PE activities and due consideration will be given to the principles of inclusion.

As a school, we use our 'SEND Toolkit for the Wider Curriculum' to ensure every child's needs are met in PE:

Non-Negotiable Adaptions  
(should be considered in **EVERY** lesson):

- 1) **Reduce** the amount of knowledge to be learnt (3-4 pieces maximum)
- 2) **Concentrate on the content**, not the task
- 3) Link to **prior-knowledge**
- 4) **Limit admin tasks** (avoid spending too much time on admin which may hinder cognitive load – such as cutting out or writing long WALTs)
- 5) **Model activities** (I do – we do- you do)
- 6) **Consider IEPs/EHCPs** (Ie – consider how a hands-on activity might affect those with sensory needs and adapt appropriately. Consider whether buff printing will be helpful)

Possible Adaptions  
(Select where appropriate for each subject/lesson):

<p style="text-align: center;"><b>Visual Aids</b></p> <p>Provide images to explain vocab/concepts rather than wordy definitions</p>	<p style="text-align: center;"><b>Key Vocabulary Banks</b></p> <p>Using vocab from the End Points, reduce the number and send some key vocab home, or rehearse in school.</p>	<p style="text-align: center;"><b>Continuous Provision</b></p> <p>Provide an alternative hands-on activity for the children to access.</p>	<p style="text-align: center;"><b>Pre-Teaching</b></p> <p>Could a member of staff/a volunteer give some input before the lesson?</p>
<p style="text-align: center;"><b>Mixed Ability Groups/Pairs</b></p> <p>Try to limit group size to 3 children to ensure that all children are actively involved. Give SEND children a specific role within the group.</p>	<p style="text-align: center;"><b>Print Longer WALTs</b></p> <p>Depending on individual needs, this may help some SEND children to reduce cognitive load.</p>	<p style="text-align: center;"><b>Adapted Knowledge Organiser</b></p> <p>Reduce the vocabulary and provide visuals.</p>	<p style="text-align: center;"><b>Differentiated Texts</b></p> <p>If using texts/books as the source of information, differentiate the text/book. Use online sources for this for workload</p>
<p style="text-align: center;"><b>Provide Additional Adult Support</b></p>	<p style="text-align: center;"><b>Provide Additional Brain Breaks</b></p>	<p style="text-align: center;"><b>Simplified Recording Methods</b></p> <p>Such as a reduced table in science, or a partially completed bar chart</p>	<p style="text-align: center;"><b>Differentiated Research Sources</b></p>
<p style="text-align: center;"><b>Consider Timings of Interventions</b></p> <p>Ensure that children do not miss a whole unit/input for intervention.</p>	<p style="text-align: center;"><b>Reduce Distractions</b></p> <p>(In a lesson such as music, would excess noise prevent children from engaging? Could they complete the lesson in a quieter spot?)</p>	<p style="text-align: center;"><b>Adapt the Apparatus</b></p> <p>Eg – provide larger equipment in PE etc...</p>	<p style="text-align: center;"><b>Individual Interests</b></p> <p>Tap into individual interests to help represent information. Eg – a child who loves drawing might make a picture to represent what they've learnt in PE</p>



## Subject Monitoring:

The PE coordinator will complete one audit within each academic year to assess children's understanding and monitor teaching against the National Curriculum and End Point Objectives. This will focus on child interviews and lesson drop ins/observations.

PE is audited in the spring term each year, and an action plan for the following 12-month period is devised in response to the audit.

In the autumn and summer terms, the PE lead will be given time (up to a full day each term if needed) to implement actions to support their action plan targets and provide support when needed. Support will be offered to any year groups who require additional information and guidance. This may be done by: discussing assessment methods; modelling lessons; inviting teaching staff to observe the PE coordinator; providing training or observing lessons and providing constructive feedback.

Governors are to be provided with an update each term in relation to the subject development. The Governor currently assigned to PE at Marus Bridge is Mrs Pitts.



A large version of the Rowan Learning Trust logo, featuring three stylized human figures in blue, yellow, and red, followed by the text 'The Rowan Learning Trust' in a bold, blue, sans-serif font.

Our logo was carefully chosen to represent the children, young people and adults in our learning community who strive for excellence through high aspiration and high expectation.

