

Askwith Primary School

PE Rationale

Intent

PE at Askwith Primary School aims to develop physically confident, resilient and motivated pupils who understand the importance of health, fitness and participation. We believe that high-quality physical education builds character, supports wellbeing and enables pupils to fulfil their potential. As highlighted in the document, PE plays an essential role in "enhancing children's health, building character, improving wellbeing and supporting them to fulfil their potential."

Our curriculum ensures that all pupils—including SEND, EAL, disadvantaged and vulnerable pupils—access a broad and ambitious PE offer from the earliest years. Foundational physical development begins in EYFS, where early movement, coordination and confidence are prioritised. This aligns with the EYFS statement that "children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances."

The curriculum is intentionally sequenced from EYFS to Year 6. Substantive knowledge includes motor competence, rules, tactics, strategies and healthy participation. Disciplinary knowledge focuses on decision-making, applying skills in context, evaluating performance and adapting strategies. Endpoints define what pupils should know and be able to do by the end of each phase. The curriculum is ambitious for all pupils and reflects national expectations for physical education.

Implementation

PE is taught twice weekly, with all pupils receiving two hours of high-quality physical education, including 30 minutes of fitness and 90 minutes of PE. Lessons are delivered through a combination of class teacher instruction and team-teaching with a Premier Sports coach. This ensures high-quality modelling, consistent vocabulary instruction, aligned planning and ongoing professional development for staff. As the document states, pupils "know more, remember more and do more in PE when they have access to high-quality instruction, practice and feedback."

The long-term plan is structured to ensure progression in motor competence, tactical understanding and healthy participation:

Autumn: Striking and fielding; passing and catching; invasion games; KS2 swimming

Spring: Gymnastics; dance; athletics (throwing and catching)

Summer: Athletics (running, jumping); games; outdoor adventurous activities (OAA)

This sequencing builds core physical skills early in the year, deepens control and expression in spring, and culminates in application, performance and competition in summer.

Teaching includes explicit instruction, modelling, deliberate practice, retrieval practice and interleaving of key skills. Vocabulary is taught explicitly and revisited. Pupils apply disciplinary knowledge through decision-making, problem-solving and evaluating performance. Teaching avoids cognitive overload by introducing new skills in small steps and providing clear, concise demonstrations.

Swimming is taught in four half-term blocks across KS2, ensuring pupils can swim 25 metres, use a range of strokes and perform safe self-rescue.

Impact

Assessment in PE is both formative and summative. Teachers use questioning, observation, retrieval practice and skill application in games to identify misconceptions and adapt teaching. Summative assessments evaluate pupils' acquisition of motor skills, rules, tactics and healthy participation.

Progress is tracked using the school's progression document, ensuring pupils build on prior learning and that gaps are identified and addressed promptly. Leaders evaluate the impact of adaptations and interventions to ensure they remove barriers and accelerate progress for SEND and disadvantaged pupils.

By the end of KS2, pupils demonstrate control, coordination, balance and tactical understanding across a range of activities. They apply skills in competitive and cooperative contexts, show resilience and teamwork, and understand how physical activity contributes to a healthy lifestyle.

Inclusion

PE at Askwith Primary School is inclusive and accessible to all pupils. Lessons are adapted to ensure every child can participate meaningfully and succeed. Adaptations may include visual aids, simplified vocabulary, modified equipment, scaffolded tasks and additional adult support.

The curriculum is designed to be accessible from the outset, reducing the need for extensive individualisation. High expectations remain consistent—adaptations support access without lowering challenge. Pupils working at greater depth are provided with additional challenges, such as precision targets or extended tactical tasks.

Leaders monitor the effectiveness of adaptations to ensure they lead to improved outcomes for SEND and disadvantaged pupils.

Personal Development & SMSC

PE contributes significantly to pupils' personal development. Pupils build resilience, confidence and teamwork through competitive and cooperative activities. They learn fairness, respect and sportsmanship, developing moral understanding through healthy participation in games.

Social development is strengthened through group work, leadership opportunities and inter-school competitions. Cultural development is enriched through exposure to diverse athletes and visitors, such as para-Olympian Beverley Jones and champion kayaker Rebekah Green. Spiritual development emerges through creativity in dance, expression in movement and opportunities to explore personal strengths.

Leadership & Professional Development

The PE subject leader monitors curriculum delivery through lesson visits, planning scrutiny, pupil voice and staff feedback. This ensures consistency and high standards across year groups. Collaborative planning and team-teaching support staff confidence and subject knowledge.

Staff receive ongoing CPD, including observing sports coaches, training in vocabulary instruction, cognitive science principles and effective modelling. Leaders ensure all adults understand the PE curriculum and implement it consistently through shared planning and professional dialogue.

Attendance, punctuality and safeguarding are monitored closely, particularly during off-site swimming. Staff are trained in safeguarding, first aid and emergency procedures, ensuring safe and well-supervised environments.

Enhancements

Enhancements enrich the curriculum and build cultural capital. Pupils participate in Sports Day, inter-school competitions, Sports for Champions events and workshops led by professional athletes. Outdoor adventurous activities develop resilience, independence and problem-solving. These experiences deepen pupils' understanding of physical activity and inspire ambition.

Reviewed February 2026