



Barnfields Primary School: PE Subject Rationale

PE Subject Quest:

Develops children's competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school

Knowledge Types in PE

Declarative



Procedural



PE Intention

At Barnfields Primary School, PE is a vital part of school life and ultimately children's future well-being. We believe that PE is essential in supporting their physical, emotional, spiritual, social and moral development. It is therefore our intent to provide an inclusive, broad and balanced PE curriculum that develops the children's knowledge, skills and understanding so that they can perform and compete with increasing competence and confidence.

Our curriculum ensures all children have the opportunity to flourish in a range of different physical activities -these include *dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities*.

Beyond merely a subject, we also believe that participation in sporting activity is a key element of developing a school in which children are proud of the community in which they belong.

Children have the opportunity to compete in sport and other activities that build character and help to embed values such as teamwork, fairness, resilience and respect.

Provision, Planning and Delivery

Provision

We aim to embed high quality PE, school sport, and physical activity (PESSPA) into the culture of our school. We use a strategic approach that includes the following key provisions:

- A clear, well-structured and inclusive PE Curriculum.
- Ensuring two hours of PE is taught per week.
- Key Fundamental Movement Skills (FMS) are embedded in EY and KS1 – providing strong foundations for more complex sports and physical challenges.
- Giving opportunities to develop physical literacy, teamwork, leadership and resilience.
- Risk Assessments are integral and regularly reviewed and updated– ensuring the safety of the children is the priority in all lessons. The subject leader, teacher and children all play a role in keeping safe in sport.
- High quality teaching and staff CPD.
- Subject Leader acts as a support, point of reference, role model and facilitator in all aspects of Sport and PE – both through the curriculum design and delivery, as well as the wider ethos and culture of the school.



- Access to a range of age-appropriate, high quality equipment, resources and facilities which are regularly reviewed and replenished to ensure the children can fully engage in all parts of PE curriculum.
- Continual adaptations are made for inclusive PE – greater depth (stretch), lower ability (scaffold).
- Broad range of extra-curricular activities and opportunities on offer – active sheds (playtimes), before and after school clubs, links with local clubs and schools, opportunities to engage in competitive and non-competitive activities.
- Regular communication with parents/school community about PE, clubs and sporting events.
- Promoting physical wellbeing and healthy lifestyles through the ethos and culture of the school: active playtimes, cycle/running track, play leaders, sports ambassadors, encouragement of active travel.
- Emphasis placed on the link between physical, mental and emotional wellbeing.
- Recognising and celebrating achievements through awards, assemblies and our Barnfields Bulletin
- Encouraging each child to achieve their personal best, rather than focus on merely competition results.

By making these provisions, Barnfields ensures that PE is not just a subject but a key pillar of school life, helping children to develop skills, confidence and motivation for lifelong physical activity – a love and appreciation of sport and engaging in an active lifestyle.

Planning

Adhering to the PE Subject Road Map, the children at Barnfields access a cohesive, balanced and ambitious curriculum that builds year on year.

Teachers use the Barnfields Knowledge and Skills Progression Grid (which outlines the **Declarative** and **Procedural** content to be taught) to create a Medium-Term Plan (MTP) for each unit of learning. Teachers consider the key concepts to be taught, the resources needed, prior and future learning, as well as (STEPS) adaptations for the unit of study.

Each unit of study (key skills and knowledge) is taught using the aid of a ‘vehicle’ = a sport through which the objectives can be taught, applied, practised and refined.

All lessons are well prepared and resourced – ensuring all children have access to the appropriate equipment, space and facilities to fully access the learning. Adaptations and adjustments are made accordingly. Every cohort (and child) is seen as individual – adaptive teaching is fully embedded in all aspects of planning to meet the needs of all the children.

Risks are fully assessed prior to delivery of any unit of study to ensure pupil safety remains the highest priority.

Delivery

The PE curriculum in Key Stage 1 and Key Stage 2 is delivered every term during discrete PE lessons – delivered by both the PE Sports Coach (one lesson per week), and their class teacher (one lesson per week).

Progression

At Barnfields, we ensure progression in PE by designing a curriculum that builds children’s knowledge and skills systematically over time. We understand that progression means children knowing more, remembering more, and being able to do more with their knowledge.



To achieve this, we carefully sequence learning so that children develop practical, theoretical, and disciplinary knowledge in a structured way. Our goal is not necessarily to create elite athletes, but to ensure that all children become competent and confident movers, as outlined in the National Curriculum.

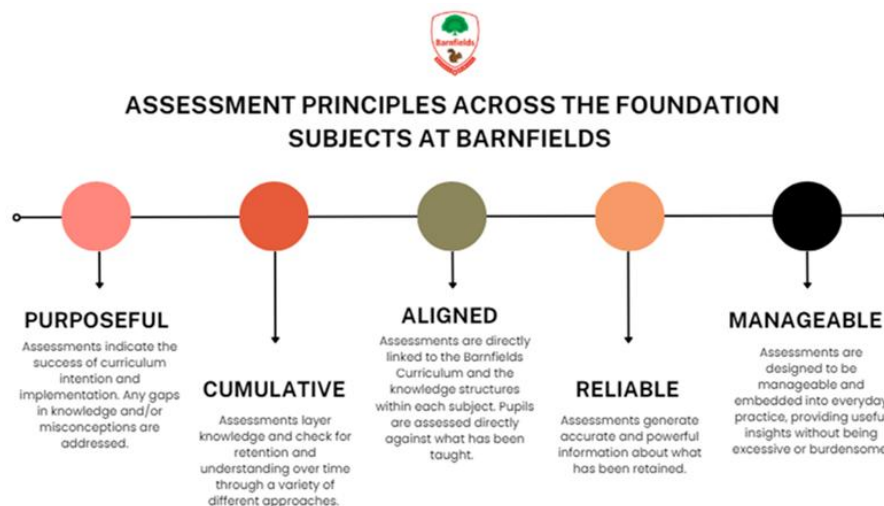


To support this, we plan our curriculum so that each new concept builds on prior learning. We ensure children have a strong foundation by teaching essential knowledge first: such as fundamental movement skills, game tactics, and the principles of healthy participation - before encouraging them to apply their learning in increasingly complex contexts. We balance **declarative learning** (where children master specific techniques and movements) with **procedural learning** (where they make tactical decisions and adapt their skills in different situations). This allows children to progress from structured skill development to confident and independent application in a range of activities.

Practise is a key part of our approach. We build in regular opportunities for children to revisit and refine skills, ensuring they have time to master movements before applying them in new and more demanding ways. For example, when developing throwing skills, children first focus on technique and accuracy before using these skills in dynamic game situations that require decision-making and teamwork. By embedding structured practise and varied applications into the curriculum, we help children deepen their understanding, build confidence, and develop a lifelong enjoyment of physical activity.

Assessment, Recording and Reporting

Assessment in PE at Barnfields is designed to support high-quality learning and progression. It follows the school's five assessment principles for the foundation subjects: *purposeful, cumulative, aligned, reliable and manageable*.





Assessing Knowledge, Skills and Understanding:

In PE we evaluate four key areas:

- Motor Competence (Acquiring and Developing Skills)
- Rules and Strategies (Selecting and Applying Skills, Tactics and Compositional Ideas)
- Healthy Participation (Knowledge and Understanding of Health and Fitness)
- Reflection and Development (Evaluating and Improving Performance)

Pupil	Acquiring and Developing Skills	Selecting and Applying Skills, Tactics and Compositional Ideas	Knowledge and Understanding of Health and Fitness	Evaluating and Improving Performance
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This closely aligns with Ofsted’s report emphasis on ‘*what it means to get better at PE,*’ ensuring that children develop broad and deep understanding rather than just performing isolated skills.

Formative Assessment as a Priority:

Teachers use observation, questioning and peer/self-assessment to monitor progress. Feedback given is specific and actionable, helping the children to refine skills and deepen understanding.

Ofsted highlight the importance of ongoing assessment to guide teachers (adaptive teaching), and support (scaffold or extend) children’ development – we at Barnfields, embed this into our daily practise: ensuring that assessment is used to inform teaching, and lessons are relevant and progressive.

Assessment considers progress, effort, decision-making, and understanding of tactics and health benefits.

Clear Criteria and Benchmarks:

The well-defined learning objectives from the MTPs are used to assess children consistently. The assessment (objective) is aligned with our PE Road Map and our Knowledge and Skills grids: reflecting a well-sequenced progression model.

Assessment Grids: We produce tailored Barnfields’ assessment grids for each unit of study (e.g. Dance, Gymnastics, Invasion Games).

The objectives for each assessment grid are taken from our tailored Knowledge and Skills Grid, these directly feed into our four key areas of assessment (as stated above).

We use PEDPASS end of unit attainment statements (as seen below) to guide teachers in assessing a pupil’s baseline, tracking their development and evaluating their overall progress and final level of achievement. *PEDPASS is a highly recommended teaching and assessment document which enhances and supports the assessment of our pupils.*

Our assessment grids are working documents that are regularly reviewed throughout the unit of study to monitor progress.

Reported Assessment: Once a term, children’s assessments are recorded and uploaded onto SONAR (the assessment system we use as a school). This helps teachers track and monitor individual and group progress highlighting trends in data.



Below Average Achievement	Average Achievement	Above Average Achievement
<p>Some children will not have made so much progress. They will be able to: throw and catch with control when under limited pressure; make effective decisions when they have the ball, but take time to make them; move to find space when they have not got the ball, when prompted and guided; follow a simple warm-up routine; comment on successful passes and shots at goal; keep the score.</p>	<p>Most children will be able to: throw and catch with control to keep possession and score 'goals'; be aware of space and use it to support team-mates and cause problems for the opposition; know and use rules fairly to keep games going; keep possession with some success when using equipment that is not used for throwing and catching skills; explain why it is important to warm up and cool down; say when a player has moved to help others; apply this knowledge to their own play.</p>	<p>Some children will have progressed further. They will be able to: play effectively with speed and precision, as members of both small and larger teams; decide quickly where and when to pass the ball, showing good awareness of what is going on around them; vary tactics and adapt skills in response to the situation they face in a game; play a wider range of games and use a variety of skills and equipment well; lead small groups for warm-up activities; say why simple tactics worked.</p>
<p>Video Analysis: This is a useful tool to support the children in reviewing their own performance, encouraging self-reflection.</p> <p>Performance Contexts: The use of small-sided games, challenges, and scenarios are regularly included in lessons to assess applied knowledge and skills and allow for opportunities of peer and self-assessment.</p> <p>These approaches, ensure that PE assessment at Barnfields supports learning, remains inclusive, and develops well-rounded children, in line with Ofsted's 2022 research review recommendations.</p>		
<p>Supporting Research: Ofsted (2022) Research review series: PE</p>		