Barnfields Primary School: Physical Education Subject Rationale

PE Subject Quest at Barnfields:

Experience and engage in the joy of moving, playing and participating in physical activity, whilst developing the skills, knowledge, confidence and physical literacy needed to understand its value to the individual and within the world.

Knowledge in Physical Education:

Declarative	Procedural	Conditional
		

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 pupils 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:

At Barnfields Primary School, PE is delivered through a carefully sequenced and progressive curriculum that develops both declarative and procedural knowledge. Pupils experience a broad range of physical activities, enabling them to develop fundamental movement skills, refine their physical competence and apply their knowledge in increasingly challenging contexts. The curriculum provides opportunities to develop locomotor skills, object-control skills, balance, coordination, agility and control, alongside the application of rules, strategies and tactics.

Learning is structured to move from simple to complex, ensuring pupils have sufficient time to practise and secure foundational knowledge before encountering more demanding movements and activities. Previous learning is regularly revisited so that pupils can build on what they already know, develop fluency and transfer their skills into different sporting and physical contexts. Teachers provide high-quality demonstrations, explicit instruction and purposeful opportunities for repetition, with practice becoming progressively more challenging as pupils develop competence.

We recognise that pupils develop at different rates and that high-quality PE must be accessible to everyone. Teaching is adapted to provide appropriate support and challenge, ensuring that all pupils, including those

with SEND, can participate meaningfully and make progress. Our provision aims to develop confident, capable and motivated pupils who understand the importance of physical activity and are equipped to make positive choices about their health and wellbeing.

Planning:

Following the PE Subject Road Map, pupils at Barnfields access a carefully sequenced, balanced and ambitious curriculum that builds physical competence and understanding year on year. Our PE planning ensures that pupils encounter a broad range of activities and develop the foundational knowledge required to access increasingly complex movements and sporting situations.

Fundamental movement skills are developed and revisited throughout the curriculum, providing the building blocks for more specialised movements within games, athletics, gymnastics, dance and other physical activities. Pupils develop their ability to move with control, coordination and accuracy before applying these skills in more unpredictable and demanding contexts. Alongside this, declarative knowledge, including rules, tactics, strategies, vocabulary and knowledge of healthy participation, is explicitly taught and connected to practical learning.

Teachers use the Barnfields PE planning to support the selection and sequencing of appropriate content, ensuring that learning builds progressively and that pupils have opportunities to revisit, practise and refine previously taught knowledge. Lessons are planned with clear learning intentions and success criteria, with activities carefully structured to provide sufficient practice time and opportunities for increasing independence. Teachers consider the specific knowledge pupils need to acquire and the most effective ways to teach, practise and assess it, ensuring that progression is based on developing competence rather than simply moving between different sports and activities.

Delivery:

The PE curriculum at Barnfields is delivered through regular, timetabled PE lessons across the school (two hours weekly). Lessons provide opportunities for high-quality instruction, demonstration, purposeful practice and feedback. Teaching is structured to ensure that pupils understand what they are learning, why they are learning it and how they can improve.

Teachers carefully organise activities and resources to maximise purposeful physical activity and minimise unnecessary waiting time. Practice is designed to allow pupils to repeat movements accurately, develop fluency and gradually apply their skills in more challenging situations. As pupils become more competent, teachers adjust the constraints of activities, such as equipment, space, conditions and numbers of participants, to introduce appropriate challenge.

Progression:

At Barnfields, we ensure progression in PE through a carefully sequenced curriculum that systematically develops pupils' physical competence and understanding over time. We understand that progression means children knowing more, remembering more and being able to do more with their physical knowledge. To achieve this, our curriculum develops both declarative knowledge—the rules, principles, strategies, tactics and vocabulary associated with physical activity—and procedural knowledge—the ability to perform, apply and refine movements effectively.



Progression begins in the Early Years, where children develop the foundations of physical development through opportunities to practise fundamental movement skills, including running, jumping, balancing, throwing, catching and controlling objects. Through purposeful play and structured activities, children develop coordination, spatial awareness, strength and control, providing the foundations for future physical learning.

In Key Stage 1, pupils continue to develop and refine their fundamental movement skills. They learn to move confidently in different ways, demonstrate increasing control and coordination, and begin to apply their skills in simple games, gymnastics and dance activities. Pupils develop an understanding of basic rules, space and movement, while learning to work with others and participate safely.

In Key Stage 2, children build on their established movement vocabulary and develop increasingly specialised skills across a wider range of sports and physical activities. They refine their control, accuracy, balance and coordination, applying their procedural knowledge in more complex and unpredictable contexts. Pupils develop their understanding of rules, strategies and tactics, learning to make decisions, adapt their movements and work effectively both independently and as part of a team.

Throughout their journey, pupils revisit and refine previously taught knowledge, ensuring that skills are retained and can be transferred between different activities. Practice progresses from simple to complex, with increasing challenge introduced as pupils demonstrate consistent competence. This enables children to develop fluency, independence and confidence, supporting their ability to participate successfully in a broad range of physical activities.

Disciplinary Oracy:

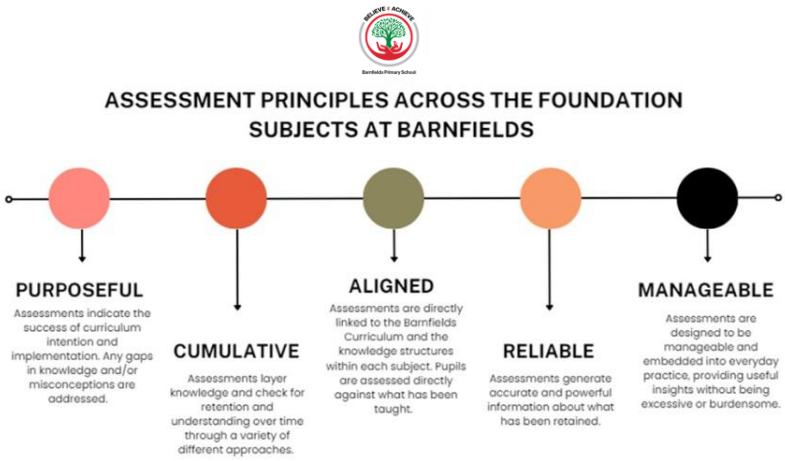
Oracy is embedded throughout Physical Education at Barnfields, supporting children in communicating clearly, explaining their thinking, evaluating performance and working collaboratively.

In EYFS, children begin to describe movement using simple vocabulary and guided discussion. In Key Stage 1, pupils develop confidence in discussing skills, giving feedback and explaining their choices through purposeful partner talk.

By Key Stage 2, pupils use increasingly precise subject-specific vocabulary to discuss tactics, strategies and performance. Through discussion, reflection and leadership opportunities, children learn to justify decisions, evaluate effectiveness and communicate confidently with others.

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*.



Assessment in PE at Barnfields is guided by the school's five core principles for foundation subject assessment: purposeful, cumulative, aligned, reliable and manageable. Teachers assess pupils' physical competence and understanding through an ongoing formative process that considers both what pupils know and what they can demonstrate physically.

Assessment strategies include teacher observation, questioning, discussion, demonstrations, practical activities, self-assessment and peer assessment. Teachers look for evidence of pupils' ability to perform movements with increasing control and accuracy, apply skills in different contexts, understand rules and tactics, and explain how they can improve. These approaches support teachers in identifying gaps or misconceptions and provide valuable insights into pupils' development of both declarative and procedural knowledge.

Formative assessment is an integral part of PE lessons. Teachers use observations and questioning to identify what pupils can do successfully and where further instruction, practice or feedback is required. This information informs subsequent teaching and allows teachers to adapt activities, revisit foundational skills or introduce additional challenge where appropriate. Pupils are given clear and precise feedback, focusing on what they are doing well and the specific steps needed to improve.

We recognise that physical performance alone does not always provide an accurate picture of learning. Pupils may be developing new movement patterns or refining techniques before demonstrating consistent success. Therefore, assessment considers pupils' understanding, decision-making and application of knowledge alongside their physical performance. Competition and game situations can provide

opportunities to assess the application of learning, but are complemented by focused activities that allow teachers to identify specific strengths and areas for development.
Pupils are also supported to develop their ability to reflect on and assess their own performance and that of others. Clear success criteria and teacher modelling ensure that feedback is purposeful, constructive and linked to the intended learning. This helps pupils become increasingly independent in recognising their achievements and identifying how to improve.

Recording:
Children's progress in PE is recorded through PEPlanning.org.uk's digital assessment tool, supported by teacher observation, questioning and practical performance. This provides an ongoing record of attainment and progression throughout each unit of learning.

Reporting:
Teachers upload pupil attainment data onto Sonar at the end of each term, determining if a child is either below age-related expectation, age-related expectation or exceeding age-related expectation. The aim of this assessment is to provide an evaluation of pupils' developing physical competence and understanding, considering what they have learned, retained and can apply. This enables leaders to identify whether specific curricular goals have been achieved and evaluate the impact of the PE curriculum.

Children's progress in PE is formally communicated to parents annually through end-of-year reports. Additionally, informal updates are provided during parents' evenings and through opportunities to celebrate pupils' participation and achievements in sporting and physical activities.

Supporting Research:

The Barnfields Physical Education Curriculum is informed by national guidance, educational research and professional expertise, whilst remaining responsive to the needs of our pupils.

Key influences include:

- Department for Education (2013) – National Curriculum in England: Physical Education Programmes of Study.
- Ofsted (2022) – Research Review Series: Physical Education.
- Association for Physical Education (afPE) – Safe Practice in Physical Education, School Sport and Physical Activity.
- Youth Sport Trust – Physical Literacy guidance and resources.
- Sport England – Uniting the Movement.
- PEPlanning.org.uk – Planning and assessment resources.