

**HOWE DELL PRIMARY SCHOOL**  
**Policy**  
**Autumn 2025**  
**Next review: Autumn 2027**

## **Intent**

**To develop children's physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle.**

At Howe Dell Primary School, our PE curriculum aims to inspire all children to be active and have a love for sport. The children learn to show resilience and determination to learn new skills.

We ensure the requirements of the PE National Curriculum are progressively covered through a range of sports and activities. We deliver a varied PE curriculum, which is supported through our GetSet4Pe resource. S.E.T skills are something we ensure are taught in our PE lessons as we know that the social, emotional and thinking skills in a physical activity/game, are skills that are needed for life.

In EYFS and KS1 we focus on the development of fundamental skills needed for specific sports, both indoor and outdoor. This allows pupils to be well-equipped for their physical education lessons in KS2 where they will then apply these skills in a range of games.

As it is a statutory requirement that all children can swim 25 metres by the end of Year 6, Year 3 children have two terms of swimming, which is aimed at developing their basic swimming skills.

As the children develop, it is our intention to encourage a lifelong love of physical activity and sport. This will help them live a healthy and active lifestyle. As a school, encourage all children to participate in at least 30 minutes of physical activity per day, in addition to two hours of PE lessons per week. A range of extra-curricular clubs are available where maximum participation and enjoyment are encouraged, especially in something they may not have taken part in before.

## **Aims of the National Curriculum**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

## **Key Stage 1**

Pupils should 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 (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

## **Key Stage 2**

Pupils should 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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Early Years

In Early Years, children are encouraged and guided to develop their understanding of Physical Development. Our curriculum is delivered through play, adults modelling, observing one other, and through guided learning and direct teaching. The PE curriculum in Early Years matches the topics throughout the year which is in line with CUSP.

At Howe Dell, we ensure that children develop both their Gross Motor Skills and Fine Motor skills.

### ELG: Gross Motor Skills

Children at the expected level of development will:

- 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.

	<b>ELG Gross Motor</b>	<b>How this is achieved in EYFS</b>	<b>Key Vocabulary to be developed in EYFS</b>	<b>PE KS1</b>
<b>Specific Area of Learning Physical Development</b>	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>• Demonstrate strength, balance and coordination when playing;</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	<ul style="list-style-type: none"> <li>• Get Set 4 PE Lessons</li> <li>• Explore and Learn</li> <li>• Outdoor area</li> <li>• Climbing frame</li> <li>• Play/sports equipment</li> <li>• Explore and Learn</li> <li>• Daily Busy Fingers</li> <li>• Writing Area</li> </ul>	<ul style="list-style-type: none"> <li>• PE</li> <li>• Coordination</li> <li>• Balance</li> <li>• Strength</li> <li>• Space</li> <li>• Obstacles</li> <li>• Move</li> <li>• Forward</li> <li>• Backwards</li> <li>• Sideways</li> <li>• Team</li> <li>• Run</li> <li>• Stop</li> <li>• Skip</li> <li>• Hop</li> <li>• Safe</li> <li>• Shape</li> <li>• Copy</li> <li>• Control</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fundamental movement skills and become increasingly competent and confident</li> <li>• Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.</li> <li>• They should be able to engage in competitive (both against self and against others) and co-operative physical activities.</li> <li>• master basic movements including running, jumping,</li> </ul>
	<b>ELG Fine Motor</b>	<ul style="list-style-type: none"> <li>• Different size pencils</li> <li>• Threading</li> <li>• Scissors</li> <li>• Tweezers</li> <li>• Use of cutlery at lunch</li> </ul>		
	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> </ul>			

	<ul style="list-style-type: none"> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>			<p>throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <ul style="list-style-type: none"> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>
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### **Implementation**

PE is taught weekly in Howe Dell Primary School for an afternoon. Children will also be offered opportunities to take part in sporting activities in the wider community including aspire, engage and compete events organized by the SSCO provision that works in line with School Games Mark. Children in year three are offered swimming for two terms and children are offered catch up swimming lessons to support them in being able to swim 25 meters by the time they leave primary school. Children are encouraged to keep active during lunchtimes by taking part in clubs run by our playground leaders and can also take part in extra-curricular sports clubs.

### **Planning**

At Howe Dell, Physical Education is taught across each year group in modules which enable building upon previous learning of skills and vocabulary. Each module aims to activate and build upon prior learning, including EYFS, to ensure better cognition and retention. Each module is carefully sequenced to enable pupils to purposefully layer learning from previous sessions to facilitate the acquisition and retention of key historical knowledge and events. Modules are revisited either later in the year or in the following year as part of a spaced retrieval practice method to ensure pupils retain key knowledge and information. Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme, which ensures our children, are increasingly challenged as they move up through the school. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

### **Monitoring**

The planning and coordination of the teaching of PE is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, providing a strategic lead and direction;
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires;
- Reviews evidence of the children's work and observes PE lessons.

The effectiveness of teaching and learning. This includes sessions with small groups of pupils using questioning to check and ensure information and knowledge is acquired and understood with increasing confidence. Feedback is given to teaching staff to inform future planning.

### **Ongoing Teacher Assessment**

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers.

TERM 1				TERM 2		
GYMNASTICS <sup>1</sup>	FUNDAMENTALS <sup>1</sup>	DANCE <sup>1</sup>	BALL SKILLS <sup>1</sup>	SENDING AND RECEIVING <sup>1</sup>	YOGA <sup>1</sup>	FITNESS <sup>1</sup>
BULK UPDATE	BULK UPDATE	BULK UPDATE	BULK UPDATE	BULK UPDATE	BULK UPDATE	BULK UPDATE
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### **Health and Safety**

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma. Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped. Our School has an appropriate PE kit for all children that can be purchased by parents. Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga. Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in. Equipment and apparatus are stored safely at the end of each lesson. Pupils are taught to consider their own safety and that of others at all times. Teaching staff should be appropriately dressed to teach PE. We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips.

### **PE Kit**

Children must attend school on their PE days in their PE kits. There will not be an opportunity to get changed during the school day unless stipulated otherwise by the teacher due to other arrangements.

The PE kit consists of:

- School PE T-shirt (with logo)
- Plain black /navy shorts (not cycling shorts)
- Plain navy/black tracksuit or jogging bottoms
- Plain navy/black tracksuit top or hoodie
- Trainers (Velcro or laces)

Additional PE kit, including items such as football boots, base layers etc may be required for PE / extra-curricular activities.

New uniform can be purchased from Smarty's. Howe Dell Parent Staff Association (PSA) have set up a system where second hand uniform, can be purchased online at:

[www.pta-events.co.uk/howedellpsa](http://www.pta-events.co.uk/howedellpsa)

If your child does not wear their PE kit, a member of staff will phone home to ask for their PE kit to be brought to school. If this is not possible and the child has suitable footwear they will be asked to join in. If they do not have suitable footwear then they will not be able to take part in the physical aspects of the lesson. If your child does not wear their PE kit two weeks in a row, it will be followed up with a letter.

### **Daily active: 60 minutes**

The school actively promotes physical activity by encouraging all pupils to engage in 60 minutes of physical activity each day through structured and unstructured opportunities during lunchtimes and breaktimes. Imaginative play and the use of a wide range of play equipment are embedded within a full 60-minute lunchtime provision for all pupils in Key Stage 1 and Key Stage 2, supporting enjoyment, creativity, and sustained participation. Targeted provision is in place for children who are less active outside of school, which is tracked through a class club tracker, ensuring they are given equal opportunities to engage in physical activity and develop positive lifelong habits. Purposeful use of equipment, including climbing frames, supports the development of core strength, balance, coordination, and fundamental movement skills. In addition, the school may supplement some of the cost of selected extracurricular clubs to increase accessibility and promote participation in a broad and varied range of sports.