



Benhall St Mary's C of E Primary School

Be the best you can be.

Let your light shine before others; that they may see your good works and glorify your Father who is in heaven' - Matthew 5:16

Physical Education Policy

2026-2028

Intent

At Benhall, we believe that P.E. allows pupils to gain skills that are applicable across everyday life including teamwork, perseverance and problem solving skills. Pupils will develop their social, emotional and thinking skills throughout topics of P.E. Declarative knowledge and procedural knowledge are taught throughout lessons. As well as developing motor competence, we encourage pupils to take part in competitive games to understand the importance of playing by the rules, to develop strategies and tactics and to understand the feeling of winning and losing. We want children to engage in physical education throughout and beyond their time in school, to develop a love and passion for physical activity and that they can understand the short-term and long-term benefits of exercise.

Aims

- **Enjoyment and Inclusivity:** Lessons aim to create a fun and inclusive environment, challenging and engaging children of all ages and abilities.
- **Skill Development:** Children explore various movement styles, games, and fundamental movement skills to promote lifelong fitness and informed lifestyle choices.
- **Positive Learning Behaviours:** Through the curriculum, pupils learn strategies to cope with success and failure, enhancing their resilience and confidence.
- **Mental and Physical Well-being:** Activities are designed to improve mental health, self-esteem, and physical confidence.
- **Teamwork and Personal Achievement:** Pupils are encouraged to set personal goals and work collaboratively in team-based activities, both competitive and non-competitive.
- **Active and Healthy Lifestyle:** We believe healthy children achieve more, and our curriculum provides diverse challenges and experiences that promote a lifetime of well-being and, for some, sporting excellence.

Implementation

We ensure that in their time at Benhall children are able to access a wide range of sporting activities. As children travel through the school, the focus changes from fundamental movement skills in KS1 to engaging more with competitive games in KS2. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. During KS2 children will have a series of structured swimming sessions. Competition is an important part of Physical Education at Benhall as children enter KS2 and this is used within lessons, intra school leagues, sports day and events with other schools.

Key Stage 1

In Key Stage 1 we teach invasion games, striking and fielding games, net and wall games, athletics, dance, gymnastics and OAA and team building. Lessons are taught using the lesson plans from Get Set 4 PE to ensure continuity and progression.

Key Stage 2

In Key Stage 2 we continue to teach invasion games, striking and fielding games, net and wall games, athletics, dance, gymnastics and OAA and team building, developing children's skills in these sports further. Most lessons are taught using the lesson plans from Get Set 4 PE to ensure continuity and progression. Children are taught to swim, including water safety, in a block of sessions (between 6 and 8 sessions on average) each year. Outdoor & Adventurous Activities are enhanced during residential trips in Year 3, 4, 5 and 6.

Equal Opportunities

We will ensure that all children are provided with the same learning opportunities whatever their social class, gender, culture, race, disability or special educational needs (SEN). As a result, we hope to enable all children to develop a positive attitude towards others. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs and we take all reasonable steps to achieve this. Resources for SEN children will be made available to support appropriately.

We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Participation and Competition

The school enters regular competitions and events against other local schools as part of the Suffolk High Sports Partnership. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

Health and Safety

It is the general teaching requirement for health and safety that applies to this subject taken from 'Safe Practice in Physical Education and Sport'. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing and taking off their jewellery when teaching PE. The policy of the

governing body is that no potentially dangerous jewellery is to be worn for any physical activity including earrings. Teachers are expected to check all apparatus and the area P.E. is taking place for any potential health and safety issues and adapt their lessons/ or make the children aware before starting.

Benhall Blueprint

Curriculum Design

- **Progressive Framework:** Arrange learning sequentially, building from fundamental motor skills to sport-specific techniques and broader fitness knowledge.
- **Diverse Activities:** Include activities like dance, gymnastics, and team sports to ensure skill breadth and progression.
- **Holistic Focus:** Address physical, cognitive, and emotional outcomes, ensuring students develop technical abilities, knowledge of health, and personal attributes like resilience.

Modelling in PE

- **Technical Skill Modelling:** Demonstrate skills step-by-step, emphasising key actions and correcting errors in real-time.
- **Behavioural Demonstration:** Show respect, enthusiasm, and sportsmanship, encouraging similar attitudes.
- **Peer Modelling:** Highlight peer demonstrations to showcase skills and promote inclusivity.
- **Recall:** Plan opportunities for pupils to recall and review important knowledge to ensure they remember what they have been taught.

Pillars of Progression

- **Motor Competence:** Focus on agility, balance, and coordination in early years, progressing to complex sports techniques and fitness routines. Use modelling to demonstrate proper execution and adaptations.
- **Rules, Strategies, and Tactics:** Teach game principles and decision-making. Model effective tactical thinking during gameplay.
- **Healthy Participation:** Educate students on fitness routines, nutrition, and mental health. Model healthy habits and incorporate discussions to deepen theoretical knowledge.

Developing Knowledge Types

- **Practical Knowledge:** Emphasise skill practice through direct experience and repeated modelling.
- **Declarative Knowledge:** Include factual knowledge about movement, rules, tactics, strategies, health and participation.
- **Procedural Knowledge:** Scaffold activities such as fitness planning, ensuring students can independently apply learned processes.

Assessment and Feedback

- **Wide Range:** Use a range of assessments to enable all pupils to demonstrate their knowledge, understanding and skills.
- **Aligned with Pillars:** Evaluate motor skills, strategic understanding, and healthy participation. Use formative assessments to provide real-time feedback.
- **Model Improvement:** Demonstrate corrections to student performance, emphasising clear steps for improvement.

Encouraging Lifelong Engagement

- **Model Active Lifestyles:** Share enthusiasm for varied physical activities and promote accessible routines for beyond school.
- **Transferable Skills:** Highlight connections between PE and life skills like leadership, teamwork, and perseverance.

Impact

Assessment, both by teachers and pupils, is continuous within PE and is evidenced through the planning and sequence of lessons. Pupils will develop high levels of physical fitness, a healthy lifestyle, a keen interest in PE and a willingness to participate eagerly in every lesson.

Subject Leader

The subject leader ensures high-quality teaching, efficient resource use, and robust pupil development by:

- Providing strategic direction and professional leadership.
- Managing staff training and resources.
- Monitoring progress, lesson quality, and overall curriculum impact.

Evaluation:

This policy will be reviewed every two years.

Reviewed September 2026