

## Bonneygrove and Millbrook Primary Federation

### Physical Education Subject Guidance

#### INTENT

At Bonneygrove and Millbrook Primary Federation, we believe that Physical Education plays a vital role in supporting pupils' physical health, mental wellbeing and personal development. Our PE curriculum is designed to ensure that all pupils develop physical competence, confidence and a lifelong enjoyment of physical activity.

Our intent is firmly rooted in the **National Curriculum for Physical Education (2014)** and shaped by the shared values and ethos of both schools. Through PE, pupils develop:

- Physical skills and coordination
- Confidence, resilience and perseverance
- Understanding of health, fitness and wellbeing
- Teamwork, leadership and sportsmanship
- Positive attitudes towards physical activity

In line with the **Ofsted Inspection Framework (November 2025)**, our PE curriculum is ambitious, inclusive and carefully sequenced from EYFS to Year Six so that pupils **build physical skills progressively, improve fitness over time and develop positive attitudes towards health and activity.**

#### WHY WE TEACH PHYSICAL EDUCATION THE WAY WE DO

We teach Physical Education through a broad, balanced and inclusive curriculum because children learn best when they are active, engaged and challenged appropriately.

Our approach ensures that all pupils:

- Experience a wide range of sports and physical activities
- Develop fundamental movement skills early
- Build confidence through success and improvement
- Learn to work collaboratively and competitively
- Understand the importance of healthy, active lifestyles

PE provides an important opportunity for pupils to experience **success beyond academic subjects**, supporting confidence, self-esteem and positive behaviour.

## **ROLE OF THE PHYSICAL EDUCATION SUBJECT LEADER**

The Physical Education Subject Leader at Bonneygrove and Millbrook Primary Federation plays a key role in ensuring that the PE curriculum is ambitious, coherently sequenced and effectively implemented, in line with the **National Curriculum for Physical Education (2014)** and the **Ofsted Inspection Framework (November 2025)**.

The Subject Leader:

- Provides strategic direction for PE across the Federation
- Ensures progression in physical skills, knowledge and vocabulary from EYFS to Year Six
- Oversees the implementation of the PE curriculum map across all year groups
- Monitors the quality of teaching and learning through observations and pupil voice
- Supports teachers' subject knowledge and pedagogy in line with the **Teachers' Standards**
- Ensures SEND and EAL provision is embedded within PE teaching
- Manages PE resources and equipment
- Promotes inclusive participation and positive attitudes towards physical activity
- Contributes to whole-school self-evaluation and inspection readiness

Through effective leadership, the PE Subject Leader ensures pupils leave the Federation as confident, active and resilient individuals.

## **SEND INCLUSION**

SEND inclusion is integral to the design and delivery of the Physical Education curriculum. Guided by the **nasen Teacher SEND Handbook (January 2024)**, we follow the graduated approach of:

**Assess → Plan → Do → Review**

All pupils receive **Quality First Teaching**, with reasonable adjustments made so that pupils with SEND are not disadvantaged and can access the same ambitious PE curriculum as their peers.

## **SUPPORTING PUPILS WITH SEND IN PHYSICAL EDUCATION**

Pupils with SEND are supported through:

- Adapted equipment and resources
- Clear demonstrations and visual prompts
- Modified rules and activities
- Flexible groupings and roles
- Additional adult support where appropriate
- Opportunities to succeed through differentiated challenges

These strategies reduce barriers and ensure that all pupils can participate, enjoy and succeed in PE.

### **EAL SUPPORT**

Pupils with English as an Additional Language are supported through:

- Demonstration and modelling of skills
- Use of visual cues and actions
- Clear routines and consistent language
- Opportunities to learn through participation and observation

PE provides inclusive opportunities for communication and success beyond spoken language.

### **IMPLEMENTATION**

The Physical Education curriculum is carefully planned, coherently sequenced and skills rich. Learning is organised so that pupils revisit and build upon key physical skills over time, allowing confidence and competence to develop cumulatively.

Across the Federation, pupils develop:

- Fundamental movement skills
- Coordination, balance and agility
- Tactical awareness and game understanding
- Physical fitness and stamina

Teaching is underpinned by:

- Clear learning intentions
- Progressive skill development
- Opportunities for practice and performance
- Positive reinforcement and feedback

The curriculum map ensures full coverage of National Curriculum requirements and a balanced PE provision across the year.

## **EXAMPLES OF WHAT WE TEACH IN PHYSICAL EDUCATION**

### **EYFS**

- Introduction to PE
- Fundamental movement skills
- Gymnastics and dance
- Ball skills and games

### **Key Stage One**

- Fundamentals and ball skills
- Gymnastics and dance
- Invasion games
- Athletics, yoga and team games

### **Key Stage Two**

- A wide range of sports including rugby, football, basketball, netball, hockey and cricket
- Gymnastics, dance and fitness
- Athletics and outdoor adventurous activities
- Swimming (Years 4 and 6)
- Football and netball tournaments

This progression is clearly mapped across all year groups to ensure breadth, balance and progression

### **IMPACT**

The impact of the Physical Education curriculum is seen in pupils who:

- Enjoy being physically active
- Show increased confidence and resilience
- Demonstrate improved physical skills and fitness
- Work collaboratively and show sportsmanship

By the end of Key Stage Two, pupils can:

- Apply skills in a range of physical activities
- Understand the importance of health and fitness
- Participate confidently in competitive and cooperative activities

Pupils leave the Federation with a positive attitude towards physical activity and a secure foundation for lifelong health and wellbeing.

#### **OUTCOMES – NATIONAL CURRICULUM 2014**

By the end of the Federation, pupils meet the expectations of the **National Curriculum for Physical Education (2014)**, developing competence, confidence and understanding in a broad range of physical activities.

#### **DESIRED OUTCOMES – BONNEYGROVE AND MILLBROOK PRIMARY FEDERATION**

By the time pupils leave Bonneygrove and Millbrook Primary Federation, we want them to be active, confident individuals who:

- Enjoy physical activity and understand its importance
- Show resilience, teamwork and sportsmanship
- Take pride in personal achievement
- Develop healthy habits for life
- Are curious, resilient, honest, ambitious, creative, kind and inclusive learners

#### **PUPIL VOICE**

##### **Key Stage One:**

“I like PE because we get to try different sports like gymnastics.”

“We get to learn how to be kind, respectful and be in teams.”

### **Lower Key Stage Two:**

“I like PE because we do different sports and skills, which make it fun.”

“We learn about how to be good teammates, and we learn how to stay fit. We also learn how to do different sports which I like.”

### **Upper Key Stage Two:**

“In PE, I like being creative in lessons like dance. For example, they jump explosively in unison.”

“PE teaches you different types of movements and ways to travel. It also teaches you resilience to keep going even if it's hard and being ambitious by practicing skills that are hard at home and then doing them correctly in school.”

**SEND:** “I like the different activities that we do like running and warm-ups to get you started. Sports helps me to be healthy.”

**EAL:** “I like PE because it's fun. We learn dance moves, football skills and other skills like kindness and resilience. I don't give up when it's hard.”

### **Why Intent is STRONG**

The intent of the Physical Education curriculum at Bonneygrove and Millbrook Primary Federation is strong because it is ambitious, inclusive and clearly rooted in the National Curriculum for Physical Education and the shared ethos of the Federation. Leaders have clearly identified the essential knowledge, skills and personal qualities pupils need to succeed, including physical competence, confidence, resilience and an understanding of health and wellbeing. The curriculum is carefully sequenced from EYFS to Year Six, ensuring that pupils progressively build skills, fitness and positive attitudes towards physical activity over time. Leaders have ensured that PE contributes meaningfully to pupils' wider personal development, supporting teamwork, leadership and wellbeing. This demonstrates a clear rationale for what is taught and why, ensuring all pupils, including those with SEND and EAL, can access a broad and ambitious curriculum.

### **Why Implementation is STRONG**

Implementation is strong because the curriculum is coherently planned and sequenced to enable pupils to build knowledge and skills progressively over time. Leaders have developed a clear curriculum map that ensures full coverage and progression across all year groups, with pupils revisiting and refining key skills to develop competence and confidence. Teaching is supported through clear learning intentions, progressive skill development and effective feedback, which helps pupils improve their performance. The subject leader plays a key role in monitoring teaching and learning through observations, pupil voice and staff support, ensuring high-quality provision across the Federation. Inclusive strategies, such as adapted equipment, modelling and differentiated challenges, ensure that all pupils can fully

participate. This consistent and well-structured approach enables pupils to develop physical skills, fitness and understanding securely.

### **Why Impact is STRONG**

The impact of the PE curriculum is strong because pupils develop the knowledge, skills and attitudes intended by leaders. Pupils demonstrate increasing confidence, resilience and competence in a wide range of physical activities and show positive attitudes towards participation and teamwork. Pupil voice evidences high levels of enjoyment, engagement and understanding of the importance of physical activity and teamwork. By the end of Key Stage Two, pupils can apply their skills confidently in competitive and cooperative situations and understand how physical activity supports their health and wellbeing. Pupils meet the expectations of the National Curriculum and leave the Federation as confident, active individuals with the knowledge, skills and motivation to maintain healthy, active lifestyles.