PE

Intent

At Bacton Primary School, we are committed to delivering a **broad, balanced, and engaging PE curriculum** that meets the requirements of the National Curriculum. Our long-term curriculum plan ensures that all pupils experience a **wide variety of physical activities** throughout their time at the school, with clear progression in knowledge and skills. Subject-specific **vocabulary** is deliberately taught and revisited so that pupils can accurately **describe skills, techniques, tactics and performance**. Vocabulary becomes increasingly sophisticated as pupils progress through the school.

Pupils in **Key Stage 1 and Key Stage 2** receive **a minimum of two hours of high-quality PE per week**, delivered either by class teachers or experienced specialist PE coaches. These sessions take place in a range of settings, including the **school hall**, **playground**, **astro** and **sports field**, utilising both indoor and outdoor environments. During lessons, children are taught to develop **fundamental movement skills**, coordination, and physical confidence through a diverse range of age-appropriate activities and games.

Our curriculum is **carefully sequenced** to ensure progression across all year groups. Children build on prior learning as they move through the school, enabling them to apply their knowledge and skills fluently and confidently. Activities include a balance of:

- **Invasion games**
- **Striking and fielding games**
- **Net and wall games**
- **Gymnastics**
- **Dance**
- **Athletics**
- **Swimming**
- **Outdoor and adventurous activities** (OAA)

Pupils are encouraged to extend their interest in sport and physical activity by taking part in **after-school clubs** and through participation in **intra- and inter-school competitions**. While we value the competitive aspects of sport, we place equal emphasis on **inclusivity**, personal challenge, and the importance of **enjoyment**, effort, and participation. We promote a **positive and supportive sporting ethos**, where children are encouraged to "have a go" and develop resilience and teamwork.

In **Key Stage 2**, all pupils are offered **swimming lessons** at a local swimming facility. These lessons continue throughout the key stage, with the aim of ensuring all pupils meet the **National Curriculum requirement to swim 25 metres**, as well as having opportunities to learn **lifesaving and water safety skills**.

To further enrich the curriculum, pupils take part in **off-site sports enrichment trips**. These are designed to provide **challenge and new physical experiences**, alternating annually between venues such as **Piper's Vale Gymnastics Centre** and **Clip 'n Climb**, encouraging children to test their skills and develop confidence in new environments.

We also recognise the value of **active playtimes** in supporting children's health, well-being, and readiness to learn. Our outdoor provision includes:

- A well-equipped **playground** with climbing equipment
- An **outdoor gym**
- A **sports field**
- A **Multi-Use Games Area (astro)**
- An outdoor area directly accessible from classrooms for **EYFS and Key Stage 1** pupils

To promote leadership and responsibility, selected Year 6 pupils take on the role of **Young Sports Leaders**. In this role, they support younger children in engaging in structured, inclusive playground games, encourage teamwork and fair play, and model positive behaviours. This initiative develops key **leadership, communication, and interpersonal skills**, and plays an important part in fostering a positive and active school culture.

PE is planned to ensure that all pupils, including pupils with SEND and those who may experience **barriers to participation**, can access the intended learning. Teachers **adapt** activities, equipment, space, grouping, instructions and levels of challenge where appropriate. Adaptations are designed to maintain **high expectations** while enabling pupils to participate meaningfully alongside their peers. Staff work with the Mulberry SEU and other colleagues to identify effective strategies and share **inclusive practice** across the school.

Implementation

Throughout each academic year, all pupils have the opportunity to engage in a broad and balanced Physical Education (PE) curriculum. This includes participation in a wide range of physical activities such as **games, gymnastics, athletics, dance**, and **outdoor and adventurous activities (OAA)**. These experiences are designed to promote physical literacy, teamwork, and a lifelong enjoyment of physical activity.

As part of the Key Stage 2 curriculum, all children will receive **swimming instruction** at some point during their time in this phase, in line with the national curriculum requirements.

In addition, **Forest School sessions** are offered to pupils in **EYFS, Key Stage 1**, and **Lower Key Stage 2** throughout the academic year. These sessions provide valuable opportunities for outdoor learning, team building, and physical development in a natural environment.

All Sport and PE lessons follow a consistent and structured format, typically including:

- A **warm-up activity** to prepare pupils physically and mentally,
- Focused **skill development**,
- **Game play** or performance opportunities where appropriate, and
- A **cool-down** to support recovery and reflection.

Lessons are carefully **planned and sequenced** to ensure that skills are progressively developed over time. Rules and tactical understanding are introduced gradually and appropriately throughout each unit of work, allowing all pupils to build confidence and competence at their own pace.

The **PE subject leader** monitors curriculum delivery through regular lesson visits, planning reviews and discussions with staff and pupils. Participation data, swimming progress, SEND access and club attendance are analysed termly to ensure equity and effectiveness. Findings inform curriculum refinement and staff CPD priorities.

Teachers and support staff receive ongoing **professional development** in PE, including training on skill progression, safe practice, and inclusive adaptations. **Specialist coaches** work alongside teachers to model **high-quality practice** and **support confidence** in delivering all areas of the curriculum.

Impact

At our school, pupil voice plays a vital role in shaping and understanding the effectiveness of our Physical Education (PE) and sport provision. Through regular feedback opportunities, pupils are encouraged to share their views on their PE learning experiences. Pupils consistently report that they **enjoy PE and sport lessons**, recognising them as engaging, inclusive, and supportive environments for learning. They demonstrate an understanding of how the skills developed in PE contribute to leading a **healthy and active lifestyle**, reinforcing the lifelong value of physical activity. Pupils indicate that **teachers provide regular verbal feedback during lessons**, which they find beneficial in improving their physical skills, techniques, and overall sportsmanship. This feedback is a key element in supporting individual progress and encouraging reflective learning.

The skills acquired through our PE and sport curriculum are **highly transferable**, supporting learning across a range of subjects including **Science, Maths, PSHE, History, and Geography**. Pupils consistently report of how physical literacy contributes to overall academic success.

Pupils' progress in PE is assessed against the progression of skills framework. Assessment is used to identify gaps in learning, **inform future teaching** and ensure that pupils receive **appropriate support and challenge**. Assessment is **moderated** across year groups to ensure **consistency and accuracy**. Clear success criteria support teachers in identifying pupils' strengths and next steps, which inform future planning and targeted support.