



LAWFORD MEAD PRIMARY SCHOOL SUBJECT OVERVIEW

Physical Education (PE)

Intent

What we want our children to learn.

Our PE curriculum aims to:

- Inspire passion in children to engage in physical activity and sport by experiencing a broad range of activities including gymnastics, dance, games, outdoor learning, athletics, and swimming.
- Teach children how to stay fit and healthy so that they develop behaviour and attitudes that will benefit them throughout school life and beyond.
- Develop sportsmanship and good character so that children understand how to win and lose, support others and be supported.
- Encourage children to work as a team towards a common goal, play competitively, and show respect for others and integrity in their own actions.
- Ensure children meet the Key Stage Attainment targets of the National Curriculum.
- Be accessible, engaging and challenging for all, regardless of circumstances or background.

Implementation

How we deliver that learning.

Our curriculum design:

- We use our own PE curriculum drawing on the expertise of our sports coach plus resources from The PE Hub and iMoves.
- Our PE curriculum provides coverage of the National Curriculum under three headings:

Physically competent,
physically active

Tactics & strategies, decision
maker, creative and competitive

I can, I want to, I will

- Our spiral curriculum, divided into the categories below, provides a strong progression of knowledge and skills. Prior learning is revisited, built upon, and deepened each year: see [PE Curriculum Document](#).

RECEPTION

Gymnastics

Dance

Body Management

Speedy, agility,
travel

Manipulation &
co-ordination

Co-operate and
problem solve

KEY STAGE 1 & 2

Gymnastics

Dance

Athletic activity

Invasion games

including basketball,
dodgeball, football,
hockey, netball, tag rugby

Net/wall games

including tennis

Striking & fielding
games

including Kwik cricket
and rounders

- Class teachers use adaptive teaching to ensure that lessons can be accessed by all pupils. This includes making suitable adaptations and adjustments to practical tasks to meet individual needs, plus the use of the school's gym trail when needed. Teachers stretch pupils' learning when required.

Our teaching and learning:

- PE is taught for two hours every week.
- Lessons incorporate a range of teaching strategies to appeal to all learners.
- New vocabulary is explicitly taught and explained. See [PE Vocabulary Progression Document](#).
- Further opportunities to explore PE include extra-curricular clubs, in-school tournaments, local and national competitions, and sports day.

Impact

How we know what children have learnt and how effective this has been.

Our children:

- Actively engage in their PE lessons and feel inspired to engage in physical activity and sport in their own time.
- Leave school equipped with skills that they use and apply confidently across a range of sports and disciplines.
- Feel confident to take responsibility for their own health and fitness leading to a happy and healthy life.
- Meet the end of Key Stage Attainment Targets outlined in the National Curriculum for PE, demonstrating a clear progression of knowledge and technical skills in this subject.

Our teachers:

- Use formative assessment opportunities to review pupil progress: AfL, teacher observation and high-quality questioning. Additionally, assessment guidance provided by The PE Hub and iMoves supports teachers when assessing children at working towards, working at, or working above. Teachers record this assessment termly on Insight: see [PE Curriculum Document](#).
- Work with the PE subject leader to identify children who require further support and those who require further challenge.

Our PE subject leader:

- Supports teachers in the delivery of PE by offering continuing professional development, guidance and support where needed.
- Works with teachers to monitor pupil progress termly; the PE subject leader advises teachers to ensure that children who are not meeting age-related expectations are effectively supported.
- Evaluates the effectiveness of teaching and learning (pupil voice, informal drop-ins, and team teaching) and acts on this accordingly.