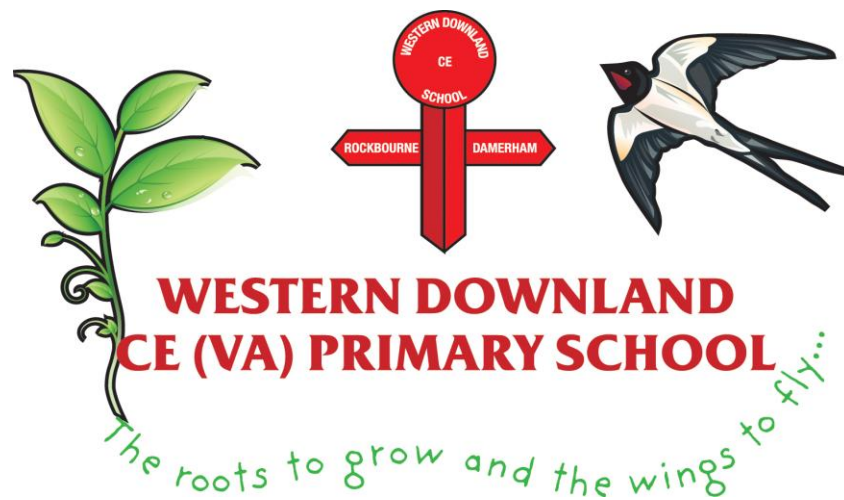


Physical Education (PE) Policy
Western Downland C.E. Primary School
In partnership with parents we aim to provide the children with:
'The roots to grow and the wings to fly.'

WESTERN DOWNLAND C OF E (VA) PRIMARY SCHOOL



Physical Education (PE) Policy

1. Mission Statement

Intent

At Western Downland, we believe that Physical Education is an essential part of a broad, balanced and inclusive curriculum. Learning in Physical Education is underpinned by our school learning values, the statutory requirements of the National Curriculum and the Early Years Foundation Stage (EYFS), and delivered through our Christian values of Love, Fellowship and Righteousness.

Our PE curriculum is structured around three interconnected strands:

Head – Skills, Strategies and Tactics

Children develop the knowledge and understanding needed to make decisions, solve problems, understand rules and tactics, evaluate performance and communicate their ideas.

Heart – Healthy Participation

Children develop confidence, resilience, perseverance, respect, teamwork, integrity and leadership. They learn about the importance of physical activity for lifelong physical and mental health and wellbeing.

Hands – Motor Competence

Children develop increasingly secure physical skills, including balance, coordination, agility, strength, flexibility, control, accuracy and fluency. They learn to apply these skills across a broad range of physical activities and sports.

Through our PE curriculum, pupils will:

- develop fellowship through communication, collaboration and an open mindset towards the different talents and abilities of every child and adult;
- build confidence and courage to participate in physical activity;
- develop competence in a broad range of physical skills;
- develop critical thinking, decision-making and problem-solving skills;
- understand and apply rules, strategies and tactics;
- develop resilience, perseverance and self-discipline;
- understand how physical activity contributes to physical and mental wellbeing;
- foster a love and understanding of their bodies and how to treat them well;
- develop respect, fairness, honesty and integrity;
- experience cooperation and appropriate competition;
- develop leadership skills and take responsibility for themselves and others;
- understand the importance of lifelong participation in physical activity.

We aim to teach a diverse range of physical activities and sports, including activities from different cultures and traditions, so that pupils develop an understanding and appreciation of diversity within physical activity and sport. As an inclusive school, teachers are aware of the needs of individual pupils and plan appropriate adaptations so that all children can access, participate in and thrive within the PE curriculum. We seek to maintain high expectations for every child while adapting activities, equipment, space, rules and levels of challenge where necessary.

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Children in our school will be given the roots to grow and the wings to fly. We aspire to give children the knowledge, skills, confidence and understanding to enable them to participate safely and successfully in physical activity now and throughout their lives, regardless of need or ability.

2. Implementation

PE is planned and delivered through a progressive curriculum that uses Head, Heart and Hands as its organising framework.

The school uses Get Set 4 PE as its principal planning and progression platform, supplemented where appropriate by high-quality specialist resources and opportunities, including resources for cricket, gymnastics, dance, athletics, netball, OAA and other activity areas. Any additional resources are selected to complement rather than replace the school's overall progression and curriculum intent. Get Set 4 PE and supplementary resources are used flexibly by teachers to ensure that lessons meet the needs of individual cohorts and pupils.

The curriculum is planned progressively so that children revisit and develop skills, knowledge and understanding over time. Activities become increasingly challenging as pupils move through the school.

Curriculum planning

PE curriculum planning is carried out at three levels:

- **Long-term planning** maps the broad activity areas and curriculum coverage across each year group.
- **Medium-term planning** identifies the knowledge, skills, strategies, tactics and healthy participation outcomes for each unit.
- **Short-term planning** identifies lesson objectives, teaching approaches, adaptations, resources and opportunities for assessment.

The PE subject leader works with teaching colleagues to ensure that the curriculum is broad, balanced, inclusive and progressive.

Lessons provide opportunities for pupils to practise and apply skills, solve problems, make decisions, work collaboratively and competitively, evaluate performance, develop confidence and resilience, learn from mistakes, and participate safely.

3. Head, Heart and Hands

Our PE curriculum is organised around three interconnected strands: **Head, Heart and Hands**. Together, these ensure that pupils develop not only physical competence, but also the knowledge, confidence, resilience and decision-making skills needed to become lifelong participants in physical activity.

Head – Skills, Strategies and Tactics

The Head strand develops pupils' understanding of movement, rules, tactics, decision-making and performance. Pupils learn to think about what they are doing, make appropriate choices, solve problems and increasingly evaluate and improve their own performance.

Heart – Healthy Participation

The Heart strand develops pupils' confidence, resilience, cooperation, respect, integrity and understanding of healthy lifestyles. Pupils learn to participate safely, persevere when challenged, work

Physical Education (PE) Policy
Western Downland C.E. Primary School
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positively with others and understand the importance of physical activity for physical and mental wellbeing.

Hands – Motor Competence

The Hands strand develops pupils' physical competence through progressive opportunities to practise, refine and apply movement skills. Pupils develop increasing control, coordination, balance, accuracy, strength, flexibility, technique and fluency across a broad range of physical activities and sports.

4. Progression Across the School

Progression is carefully planned so that pupils build on previous learning and become increasingly independent, confident and competent.

EYFS

Children develop the foundations of physical competence through gross motor activities, movement, dance, gymnastics, games and outdoor learning. They learn to move safely within space, develop balance, coordination, strength and agility, use equipment appropriately and respond creatively to stimuli. Alongside physical development, children begin to develop confidence, self-regulation, turn-taking, cooperation and resilience.

Years 1 and 2

Pupils develop and apply fundamental movement skills including running, jumping, throwing, catching, balancing and changing direction. They begin to link movements, develop simple sequences and apply basic skills in games, dance and gymnastics. Pupils learn simple rules and tactics, such as moving into space, aiming at a target and understanding the roles of attackers and defenders. They develop confidence, perseverance, respect and an understanding of the importance of exercise, warm-ups, hydration and healthy choices.

Years 3 and 4

Pupils develop greater control, accuracy, coordination and technique and begin to apply these consistently in a wider range of sports and physical activities. They learn to select and apply simple tactics, understand and apply rules, solve movement and game-based problems and evaluate their own and others' performances. Pupils develop greater independence, resilience and teamwork and begin to take responsibility for safety, organisation and achieving their personal best.

Years 5 and 6

Pupils refine and apply a broad range of physical skills with increasing fluency, control, accuracy and consistency, including when under pressure. They adapt tactics in response to different situations, evaluate and justify decisions, solve complex movement and tactical challenges and lead others. Pupils demonstrate increasing responsibility for safe practice, warm-ups, organisation and fair play. They understand the long-term importance of physical activity and develop the confidence, resilience, leadership and self-discipline needed to participate successfully beyond primary school.

The detailed year-by-year progression for Head, Heart and Hands is maintained separately within the school's PE curriculum progression document and is used by teachers to support planning, teaching and assessment.

5. The Foundation Stage

Physical development is an integral part of the Reception curriculum.

PE and physical activity contribute particularly to:

Physical Education (PE) Policy
Western Downland C.E. Primary School
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Physical Development

Children are supported to:

- develop gross motor skills;
- negotiate space and obstacles safely;
- demonstrate strength, balance and coordination;
- move energetically;
- use equipment safely;
- develop increasing control of their bodies.

Personal, Social and Emotional Development

Children develop:

- confidence;
- independence;
- turn-taking;
- cooperation;
- resilience;
- self-regulation;
- awareness of others.

Expressive Arts and Design

Children have opportunities to:

- respond creatively to music and other stimuli;
- explore movement;
- develop simple movement sequences;
- express ideas, feelings and experiences through movement.

Physical activity is provided both indoors and outdoors through adult-led activities and continuous provision.

6. National Curriculum Coverage

PE is a foundation subject within the National Curriculum. Our Head–Heart–Hands progression provides a clear and progressive pathway through which pupils develop the knowledge, skills, understanding and physical competence required by the National Curriculum.

EYFS

Physical development in Reception is supported through the Early Years Foundation Stage, particularly: Physical Development, Personal, Social and Emotional Development, and Expressive Arts and Design.

Key Stage 1 – Years 1 and 2

The progression in Years 1 and 2 addresses the following National Curriculum requirements.

Pupils are taught to:

Physical Education (PE) Policy

Western Downland C.E. Primary School

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- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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.

These requirements are developed through the school's Head, Heart and Hands progression in fundamentals, ball skills, sending and receiving, target games, invasion games, gymnastics and dance.

Key Stage 2 – Years 3 and 4

The progression in Years 3 and 4 addresses the following National Curriculum requirements.

Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance;
- 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.

These requirements are developed through the school's progression in athletics, games, gymnastics, dance, Forest School and other outdoor and adventurous activities.

Key Stage 2 – Years 5 and 6

The progression in Years 5 and 6 continues to develop and secure the National Curriculum requirements.

Pupils are taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance;
- 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.

The progression enables pupils to apply these requirements with increasing control, accuracy, fluency, consistency and tactical awareness, while developing greater independence and responsibility.

Swimming and Water Safety

The swimming progression addresses the National Curriculum requirement for pupils to:

- swim competently, confidently and proficiently over a distance of at least 25 metres;
- use a range of strokes effectively;

Physical Education (PE) Policy
Western Downland C.E. Primary School
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'The roots to grow and the wings to fly.'

- perform safe self-rescue in different water-based situations.

This is particularly important because these are specific statutory National Curriculum expectations and should be clearly identifiable within the school's progression.

Head, Heart and Hands

The National Curriculum requirements are developed through the three strands of the school's PE curriculum:

- **Head** – understanding skills, rules, tactics, strategies, decision-making and evaluation.
- **Heart** – developing confidence, resilience, cooperation, respect, safe participation and an understanding of physical and mental wellbeing.
- **Hands** – developing and applying motor competence, including control, coordination, balance, strength, flexibility, accuracy, technique and fluency.

7. Teaching and Learning Style

We use a variety of teaching and learning approaches in PE.

Our principal aim is to develop pupils' knowledge, skills and understanding of PE through a combination of teacher modelling, whole-class teaching, individual, partner and group activities, competitive and cooperative challenges, problem-solving, guided discovery, peer and self-assessment, and leadership opportunities.

Teachers highlight good examples of performance and encourage pupils to identify what makes a movement, skill or performance effective. Children are encouraged to evaluate their own performance and, where appropriate, the performance of others using age-appropriate PE vocabulary. Lessons provide opportunities for pupils to collaborate and compete while maintaining a strong emphasis on respect, inclusion and fair play.

8. Inclusion and SEND

We teach PE to all children regardless of ability, need or background. PE forms an important part of our commitment to providing a broad, balanced and inclusive education. Teachers plan appropriate adaptations to ensure that pupils with additional needs can participate meaningfully. Adaptations may include:

- modifying equipment;
- changing the size of the playing area;
- altering rules;
- changing the level of challenge;
- providing additional demonstrations or instructions;
- using visual or physical prompts;
- adapting grouping;
- allowing additional processing or practice time;
- providing appropriate adult support;

Physical Education (PE) Policy
Western Downland C.E. Primary School
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- modifying activities to accommodate physical, sensory, communication, cognitive or emotional needs.

Where appropriate, PE planning takes account of targets and recommendations contained within pupils' EHCPs and other individual plans. The aim of adaptation is not simply to make activities easier, but to ensure that every child can experience appropriate challenge, progress and success.

9. Contribution of PE to Other Curriculum Areas

9.1 English

PE supports English through opportunities to:

- develop speaking, listening and PE vocabulary;
- describe movement and explain rules and tactics;
- evaluate performance and give and receive feedback;
- communicate and collaborate effectively.

9.2 Mathematics

PE supports mathematical development through opportunities to:

- use counting, number and measurement;
- compare and record time, distance, speed and scores;
- develop understanding of space, position, direction, shape and patterns;
- record, compare and interpret results;
- use mathematical thinking to solve problems and evaluate performance.

9.3 Computing and Digital Technology

Digital technology may be used where appropriate to:

- record and analyse movement;
- evaluate and compare performances;
- identify strengths and areas for improvement.

All photography and video recording follows the school's safeguarding, image-use and data-protection procedures.

9.4 PSHE and Health Education

PE supports pupils to understand:

- healthy lifestyles, nutrition and hydration;
- physical and mental wellbeing;
- emotions, resilience and personal safety;
- the importance of physical activity and making healthy choices.

PE also provides opportunities to reinforce learning from the school's myHappyMind programme, particularly through:

Physical Education (PE) Policy

Western Downland C.E. Primary School

In partnership with parents we aim to provide the children with:

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- Meet Your Brain – recognising emotions, self-regulation and understanding how physical activity can support mental wellbeing;
- Celebrate – recognising individual strengths, building confidence and celebrating personal achievement;
- Appreciate – developing gratitude and positive attitudes towards others;
- Relate – developing teamwork, communication, respect and positive relationships;
- Engage – setting personal goals, persevering through challenge and developing resilience.

These links are particularly evident through the Heart strand of the PE curriculum, where pupils develop confidence, resilience, self-awareness, cooperation and a positive attitude towards physical activity.

9.5 Spiritual, Moral, Social and Cultural Development

PE provides opportunities for pupils to:

- cooperate, communicate and show respect;
- understand fairness, integrity and empathy;
- appreciate different abilities and celebrate diversity;
- demonstrate courage, resilience and perseverance;
- reflect on personal achievement and respond positively when things do not go as planned.

10. Swimming and Water Safety

Swimming is an important part of the school's PE curriculum.

The school provides swimming instruction so that pupils have the opportunity to develop towards the National Curriculum expectations by the end of Key Stage 2.

The swimming progression addresses the National Curriculum requirement for pupils to:

- swim competently, confidently and proficiently over a distance of at least 25 metres;
- use a range of strokes effectively;
- perform safe self-rescue in different water-based situations.

Swimming is delivered at an external leisure centre by qualified swimming instructors, providing pupils with high-quality specialist instruction and the opportunity to experience swimming in a public swimming pool environment. This supports pupils in developing not only their swimming ability but also their confidence, independence and understanding of how to behave safely and responsibly in a public aquatic setting.

Swimming is normally provided through an 6-7 week block, with additional opportunities offered where appropriate for pupils who have not yet achieved the expected standard. The school works with the leisure centre and qualified instructors to support pupils' progression towards the National Curriculum expectations. This provision enables pupils to develop essential swimming and water-safety skills that contribute to their physical competence, personal safety, confidence and lifelong participation in physical activity.

Swimming assessment is used to identify pupils requiring further support and to inform future provision.

11. Outdoor and Adventurous Activities

Physical Education (PE) Policy
Western Downland C.E. Primary School
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Pupils are provided with opportunities to take part in outdoor and adventurous activities both individually and as part of a team at school and on residential trips. These may include Forest School, problem-solving and team-building activities, outdoor navigation, residential experiences, caving, gorge walking, abseiling and other appropriately supervised adventurous activities. Activities are risk assessed and delivered in accordance with the school's health and safety and educational visits procedures.

12. Assessment and Recording

Assessment in PE is primarily formative and takes place through observation, questioning, discussion, demonstration and pupil reflection.

Teachers assess progress across the three strands:

- **Head:** knowledge, decision-making, tactics, problem-solving and evaluation.
- **Heart:** participation, confidence, resilience, teamwork, respect, safety and wellbeing.
- **Hands:** motor competence, coordination, control, balance, accuracy, technique and fluency.

Teachers use assessment information to adapt teaching and plan future learning. Assessment is not intended to assess every objective in every lesson. Teachers identify appropriate assessment opportunities across units and over the course of the year. Progress is assessed using an assessment matrix based on the PE progression plan, with teachers recording pupils' attainment and progress across the Head, Heart and Hands strands. Assessment information is used to support transition between year groups and to identify pupils requiring additional support or further challenge. Photographic and video evidence may be used to support assessment and demonstrate progression, in accordance with school safeguarding and data-protection procedures.

13. Resources and Equipment

The school has a wide range of equipment and resources to support the PE curriculum.

Equipment is stored securely and appropriately at the school's different sites. Children may be involved in collecting, setting up and returning equipment under appropriate adult supervision. This helps them develop responsibility and understand how to handle equipment safely.

Staff are responsible for ensuring that equipment is:

- appropriate for the activity;
- suitable for the age and ability of pupils;
- stored safely;
- checked regularly;
- removed from use if damaged;
- reported and replaced when necessary.

A variety of age-appropriate equipment is also made available for children to use during break and lunchtime. This provides regular opportunities for pupils to be physically active, practise and develop their skills, play cooperatively and enjoy physical activity outside of formal PE lessons. Staff supervise and organise the use of equipment to promote safe, inclusive and purposeful play.

14. Health, Safety and Safeguarding

The school's general health and safety requirements apply to PE. Teachers are responsible for ensuring that activities are appropriately planned and supervised and that reasonable risks are identified and

Physical Education (PE) Policy
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managed. Children are taught to take increasing responsibility for their own safety and the safety of others.

Teachers consider:

- the activity, environment, equipment and weather;
- pupils' abilities, additional and medical needs;
- supervision, space and physical contact;
- warm-up, hydration, clothing and changing arrangements;
- dynamic risk assessment and safe practice throughout the lesson.

Specialist and adventurous activities are subject to the school's relevant risk assessment and educational visits procedures. Safeguarding procedures apply to all PE activities, including changing areas, external coaches, competitions, swimming, residential activities and the use of photography or video. All external coaches and providers are subject to the school's safeguarding and visitor requirements.

15. Jewellery and Personal Effects

All jewellery and personal effects such as watches, necklaces, body piercings and other items that could cause injury must be removed for PE and related physical activities.

Jewellery other than essential items should not be worn to school on PE days. Where jewellery cannot be removed due to exceptional circumstances, the school will follow the relevant local authority and school health and safety guidance.

Where newly pierced ears are concerned, parents/carers are responsible for following the school's arrangements and for supporting their child to remove or safely manage earrings as appropriate. Teachers and other school staff should not routinely remove earrings or apply tape to children's ears. The school encourages children to take increasing responsibility for their own personal effects.

16. Healthy Participation and Wellbeing

PE supports pupils' physical and mental wellbeing. Children develop an understanding of:

- the benefits of regular physical activity, warm-ups and recovery;
- hydration, healthy choices and appropriate clothing;
- how exercise affects physical and mental wellbeing;
- regulating effort, perseverance and resilience.

The school aims to develop a lifelong enjoyment of physical activity, alongside participation in competitive sport.

17. Leadership

Each year, four Year 6 pupils are selected as Sports Ambassadors.

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Sports Ambassadors are trained and supported to:

- promote an active and healthy lifestyle;
- assist with lunchtime activities;
- support younger pupils;
- help with Sports Day;
- assist with sporting events;
- model positive attitudes towards participation;
- demonstrate leadership, fairness and inclusion.

Leadership skills are developed progressively throughout the school, with younger pupils learning to cooperate and self-manage simple activities and older pupils taking increasing responsibility for organising, leading and evaluating activities.

18. Extra-Curricular Activities

The school provides a range of PE-related activities beyond the school day, offering pupils opportunities to develop skills, be active and enjoy different sports. Activities vary according to staffing, facilities and pupil interest and may include tennis, netball, football, multi-sports and seasonal sporting activities.

The school communicates details of current clubs to parents and carers at the beginning of each term. Participation is encouraged as part of the school's commitment to developing lifelong enjoyment of physical activity.

19. Competition and Partnership

Children are provided with opportunities to participate in competitive and cooperative sporting activities.

The school works with local schools, the New Forest Schools Sports Partnership, Bургate Secondary School, Fordingbridge Infant and Junior School and other appropriate organisations to provide opportunities for pupils to:

- compete against other schools;
- represent the school;
- develop teamwork;
- experience different sports;
- apply skills learned in PE lessons;
- develop confidence;
- demonstrate fair play and integrity;
- celebrate success and learn from setbacks.

Pupils have opportunities to compete, represent the school, apply their skills, develop teamwork and confidence, and demonstrate fair play and resilience. Competitive opportunities may include football, tag rugby, netball, cross-country, rounders, tennis, cricket, gymnastics, athletics, swimming and other local sporting events. Competition is understood broadly and includes competition against others and competition against previous personal performance.

20. Monitoring and Review

The PE subject leader monitors curriculum coverage, progression, teaching, assessment and resources, supports staff development and inclusion, and provides strategic leadership. The subject leader also monitors enrichment and competition and evaluates the impact of the PE curriculum. The effectiveness of the PE curriculum is reviewed regularly and the policy is updated when appropriate.

21. PE Kit and Uniform Expectations

Pupils are expected to have their PE kit in school so that they can change safely and appropriately for PE lessons and physical activities. PE kit should be kept at school and taken home periodically for washing.

The school PE kit consists of:

- Socks
- School red PE polo shirt
- Black PE shorts or tracksuit bottoms
- Tracksuit top for outdoor activities
- Black plimsolls for indoor PE
- Trainers for outdoor PE

Keeping PE kit in school enables the school to adapt or change the PE timetable when necessary, for example due to weather, facilities, staffing or other curriculum requirements, ensuring pupils do not miss opportunities to be physically active.

PE kit also supports the Head, Heart and Hands approach by helping pupils:

- **Head:** understand the importance of appropriate preparation and safe participation;
- **Heart:** develop independence, responsibility and positive attitudes towards physical activity;
- **Hands:** wear appropriate clothing and footwear to move safely and effectively during physical activity.

Pupils are expected to change independently where appropriate and take responsibility for their own PE kit and personal belongings. Staff will make reasonable adjustments where individual, medical, religious or other specific needs require consideration.

22. Impact

At Western Downland, we aim for every child to leave the school as a confident, safe and physically literate young person who understands the importance of physical activity throughout life.

By the end of the curriculum, pupils will have developed the knowledge, skills and understanding required by the National Curriculum for PE, through the school's Head, Heart and Hands framework.

Head – understand and apply rules, tactics and strategies; make decisions; solve problems; and evaluate performance and improvement.

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Heart – participate confidently, safely and cooperatively; demonstrate respect, resilience and fair play; understand the importance of physical activity for physical and mental wellbeing; and work towards a personal best.

Hands – develop and apply a broad range of physical skills, including running, jumping, throwing and catching; flexibility, strength, technique, control and balance; competitive games; dance; and outdoor and adventurous activities, with increasing accuracy, control and fluency.

Swimming – swim competently, confidently and proficiently over at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.

Ultimately, we want children to leave Western Downland with the knowledge in their heads, the confidence and values in their hearts, and the physical competence in their hands to lead healthy, active and fulfilling lives. Our aim is that every child develops a love of physical activity, understands how to look after their physical and mental wellbeing, and has the confidence to participate throughout their lives.

“Children in our school will be given the roots to grow and the wings to fly.”

Signed: P. Hanson

Date: **19.08.2026**

Physical Education Policy

Created Summer 2026

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