

Barnacre Road Primary School



BARNACRE ROAD
— PRIMARY SCHOOL —

Physical Education Intent Statement November 2025

At Barnacre Road Primary School we believe that physical education, school sport and physical activity (PESSPA) are a very important part of every school day. At Barnacre Road Primary School all staff give every child the opportunity to be active every single day through a combination of formal PE lessons, playtimes, clubs and through the daily active minutes, for example, brain breaks. All areas of PESSPA are valued in school as we understand the importance of improving a child's overall physical health and fitness, and also the benefits to improve their mental health and cognitive development. Research has shown that performing the active minutes and daily fitness, children are more likely to concentrate and maintain focus in lessons. As well as strengthening muscle and bones, exercise builds confidence, inspires positivity and improves social skills.

Physical Education at Barnacre Road: Our Intent

Children are taught a range of skills including:

- To develop and apply Fundamental Movement Skills with increasing control and coordination.
- To develop their “moving and thinking” skills through physical activities.
- To improve the quality and control of their performance.
- To recognise and describe how their bodies feel during exercise.
- To develop an enjoyment of physical activity through creativity and imagination
- To develop an understanding in children of how to succeed in a range of physical activities.
- To know how to evaluate their own success.
- To work and play with others in a range of group situations.
- To develop the way they perform skills, and apply rules and conventions for different activities.

FOUNDATION STAGE

Pupils work on the Early Years Foundation Stage Profile and follow the desirable learning outcomes in order to achieve early learning goals. Prime areas of learning and their associated ELGs Physical development – Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing

healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Please read the EYFS policy for more information.

KEY STAGE 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They must be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:

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

KEY STAGE 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- 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.

SWIMMING AND WATER SAFETY

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Knowledge in our Physical Education Curriculum

How is P.E taught?

PE is taught twice a week. On a rotating basis, twice per year, a lesson is taught by a specialist PE teacher and the class teacher to develop the teaching of PE across the school and to introduce new activities. PE lessons are taught using the PE Passport Scheme of Work, differentiating to accommodate their classes' needs, as well as the needs of individuals. Teachers are given a curriculum map for the year that they must follow to ensure that all areas of national curriculum PE are covered within each key stage. Units of work are blocked so that, for a set period of time, all the lessons are on the same area of activity. For example, 7 weeks on gymnastics to allow for consistency and progression across the unit. Two units are taught per half term. Children in Year 4, 5 class and 6 have the opportunity to attend swimming sessions. Small groups are taken, and this continues throughout the year. This constitutes as one of their weekly P.E sessions. There is also allocation for Year 6 children to complete a block of swimming in the summer term.

We use STEP as an approach to adapt, differentiate and extend our lessons. Examples of adapting through STEP include:

Space – modifying the space by increasing or decreasing the area.

Task – modifying the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task etc...

Equipment – modifying the equipment by changing the size of the target, level of equipment, amount of equipment etc...

People – modifying the people involved by having children work alone, with a partner, bigger teams etc...

Key Concepts within our Physical Education Curriculum

We believe that, in order to succeed our children should be given regular opportunities to develop- and add to- their understanding of the key Physical Education concepts.

From the very beginning of our Physical Education curriculum in the EYFS, children begin to encounter these key concepts. They are revisited regularly to allow children to consolidate and develop their understanding. Our document, progression of Physical Education concepts (appendix 2) details this further.

Our Physical Education Curriculum Content

Reception	EYFS - Fundamental Movement Skills	EYFS - FMS - Castles	EYFS - FMS - Transport	EYFS - FMS - Jack and the Beanstalk	EYFS - FMS - Rumble in the jungle	EYFS - FMS - Hungry Caterpillar
	Dance - Nursery Rhymes	Under the Sea	An adventure with the Emergency Services	Dance - Toys	A visit to the zoo	EYFS - Fundamental Movement Skills
Year One	+	+	+	+	+	+
	KS1 - Y1 - Gymnastics Activities Core Task 1	KS1 - FMS - Superato	KS1 - Y1 Dance - Toy Story	Max Whitlock Gymnastics	KS1 - Y2 - Games - Net and Wall	KS1 - Y1 Athletics
	KS1 - Y1 - Baseline Unit - Lost and Found	KS1 - Y1 - FMS Catching and Bouncing a ball	KS1 - Y1 - FMS Rolling a Ball	KS1 - Y1 - FMS Underarm Throw	KS1 - Y1 - FMS Overarm Throw	KS1 Y1 FMS - Tri Throw
Year Two	+	+	+	+	+	+
	KS1 FMS and Gym - Jack and the Beanstalk	KS1 - Y2 FMS Bounce Ball	KS1 - FMS Kicking Unit	Max Whitlock Gymnastics	KS1 - Y2 FMS Playground games in the 20th Century	KS1 - Y2 - FMS End of KS1 Assessment
	KS1 - Y2 - Games - Striking and Fielding	KS1 - Y2 - Games - Net and Wall	KS1 - Y2 Dance - Once Upon a Giant	KS1 - Y2 - OAA The Great Outdoors	Dance - Fire of London	KS1 - Y2 Athletics
Year Three	+	+	+	+	+	+
	Fundamental Skills Catch up - KS1 - Y2 FMS - Playground games in the 20th century	Max Whitlock Gymnastics	Year 3 Gymnastics Core Task 2	Year 3/4 - Net and Wall Unit Core Task 1	Year 3/4 Invasion Games - Rugby 1	Year 3/4 Athletic
	Year 3/4 Striking and Fielding - Cricket	Year 3/4 Dance - Ironman	Year 3/4 OAA - Trust and Trails	Year 3/4 Health Related Fitness	Year 3/4 Creative Games - Tag and Target	Year 3/4 Invasion Games - Handball
Year Four	+	+	+	+	+	+
	Year 3/4 Target Games - Boccia	Year 4 Gymnastics Core Task 1	Dance - Vikings	Swimming - Phase 4	Year 3/4 Invasion Games - On the Attack	Year 3/4 Athletics
	Year 3/4 OAA - Team Work & Problem Solving	Year 3/4 Invasion Games - Basketball	Year 3/4 Target Games - Dodgeball	Year 4 Gymnastics Core Task 2	Year 3/4 - Net and Wall Unit Core Task 2	Year 3/4 Striking and Fielding - Rounders
Year Five	+	+	+	+	+	+
	Swimming - Phase 4	Swimming - Phase 4	+	+	+	+
	Year 5/6 Invasion Games - Hockey	Year 5 Gymnastic Core Task 1	Year 5/6 - Creative Games	Year 5/6 Invasion Games - Netball	Year 5/6 Dance - Earthlings	Year 5/6 Athletics
Year Six	+	+	+	+	+	+
	Year 5/6 Striking and Fielding Games - Rounders	Max Whitlock Gymnastics	Dance - World War 2	Year 5/6 Invasion Games - Rugby 2	Year 5/6 - Creative Games	Year 5/6 Athletics
	Year 5/6 Invasion Games - Football	Year 5/6 OAA - Teamwork and Problem Solving 1	Year 5/6 Net and Wall - Tennis	Dance - The Haka	Year 5/6 OAA - Teamwork and Problem Solving 2	Year 5/6 Striking and Fielding - Cricket

Our progression document details the precise knowledge taught in each unit of work.

Implementation

Assessment Lessons Teachers assess children's work in P.E by making judgements as they observe them during lessons. Teachers note the progress made by children against the learning objectives. At the end of each progressive unit of work, teachers make a judgement and record this evidence on PE Passport. At the beginning of each year all classes are assessed against the Fundamental Movement Skills to observe and record the current abilities. The subject leader and class teacher can then use this information to address any gaps in learning at the start of the year. This is particularly important for our pupils as the FMS form the basis of all areas of PESSPA and enable the children to fully access National Curriculum PE. The FMS are also assessed and recorded at the start of year 1 and the end of Year 2 to show progress over the two years, in line with the National Curriculum for Key Stage 1. Throughout lessons the children are encouraged to assess their own performance and the performance of their peers and give suggestions for improvement. Swimming Children are also assessed during swimming lessons. Each term the teacher observing records progress, depending on what support the child needs in the water. For example, using arm bands etc... Once they can swim without aids, they are assessed by how far they can swim. At the end of their swimming provision children are assessed against the National Curriculum requirements and shared with the PE subject leader.

Training and support for staff

We ensure that all staff have access to high quality professional development in PE and physical activity to keep them updated on key related issues and ensure they are confident to teach the full breadth of the curriculum. This will be done through support from the specialist PE teacher and other appropriate providers, for example the Lancashire PE advisor. Staff complete a staff audit at the end of each year to allow the PE subject leader to assess the support given to each staff member, the effectiveness of the support and future support required. This ensures that the support given is relevant to staff.

Special Educational Needs

We comply with the Equality Act 2010 and are proactive in ensuring that all pupils, including those with special needs or disabilities are provided with a comprehensive programme of PESSPA. Units of work and flexible lesson planning cater for pupils at Barnacre, who are at different stages of development. Staff concentrate on a variety of teaching styles to develop learning experiences. We also have a wide range of equipment and resources used to provide opportunities for the pupils to progress at their own level. At Barnacre Primary School we recognise the responsibility to provide a broad and balanced curriculum for all pupils. In PE the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- Sets suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils
- Adapted equipment of differing weights, sizes and shapes are used as appropriate to pupil's levels of skill, experience and confidence.

For more information, please read the SEND / Equal Opportunities policies.

Daily Physical Activity

In addition to formal PE lessons, we believe that all physical activity helps children feel good about themselves. We aim to ensure that all children enjoy being active, know why activity is important to their health and wellbeing and understand the rules and conventions of taking part in different activities safely. We recognise the importance of children completing the active 60 minutes a day in school as recommended by the Chief Medical Officer and aim to provide this. To achieve the 60 active minutes, we promote the daily physical activity, incorporate brain breaks in lessons and have trained play leaders delivering structured activity at lunchtimes.

Extracurricular clubs

At Barnacre Road Primary School we are committed to providing extra-curricular sporting opportunities. Clubs are co-ordinated by the PE subject leader and are delivered by school staff, the specialist PE teacher or other appropriate external companies. These include after school clubs in a range of sports and activities across all year groups. We feel that it is important to offer all children the experience of participating in an extra-curricular club and we encourage all children to take part

in at least one extracurricular club. Pupils are consulted regarding the clubs on offer through pupil voice and the school council. We also promote local clubs and community links as appropriate and signpost talented pupils to the relevant clubs that are available locally.

Competition

At Barnacre Road Primary School we understand and value the importance of competition. We provide our pupils with the opportunities to participate in a variety of competitions throughout the year against other primary schools in a variety of sports, friendly matches against other teams and performing exceptional work, such as dance displays. We also include competition within our PE lessons where appropriate and complete intraschool competitions, such as our annual sports day. Selection for school teams is based on attendance, attitude and commitment as much as sporting ability.

Impact

At Barnacre Road we aspire that our children participate in a variety of physical education, school sport and physical activity through high quality experiences that are engaging and fun. In PE lessons, our children increasingly learn to take responsibility for their own health and fitness and participate in the range of activities that are available to them. Some of our children also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for PESSPA. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired during their time at Barnacre Road Primary School.

Monitoring

The subject leader or member of SLT with responsibility for monitoring is responsible for the overall monitoring of the quality of physical education, school sport and physical activity provision. Physical Education, school sport and physical activity is monitored and evaluated through:

- Lesson observations / learning walks
- Monitoring of lesson evaluations
- Monitoring of equipment
- Curriculum maps
- Pupils Assessment data through get PE Passport and Fundamental Movement Skills assessment data
- Feedback from staff and staff audits
- Pupil records of participation, focusing on different groups
- Feedback from pupils/school council about PE and general physical activity
- Attendance at after school sports clubs
- Performance at competitions