



1. Intent

At Priory, our aim is that children will develop knowledge that will last a lifetime, along with strong skills to prepare them for the world, enabling them to lead a successful life and make a positive contribution to their community.

Our children are provided with a well taught, knowledge rich curriculum. The basis of this is full implementation of the National Curriculum ensuring breadth, balance and clear progression. Our expectations are high for all pupils: we never narrow our curriculum or deny any pupils the key knowledge taught to the class, unless it is absolutely in their best interest due to a significant learning need.

We carefully consider our children and community to ensure our curriculum is bespoke to their needs. Any purchased schemes are also carefully considered and adjusted to match need. As a Rights Respecting School, where possible in lessons, links are made to the rights of the child. Opportunities to promote British Values, SMSC and our equality objectives are incorporated across the Curriculum. Teachers have strong subject knowledge and learning is clearly sequenced over terms, years and throughout the school to ensure knowledge is learnt and embedded.

Our curriculum is brought to life through the 'Learning Challenge' enquiry-based approach. According to cognitive scientists, nothing has been learnt until it is in your long-term memory- we focus on ensuring learning sticks! We understand that through research, what aids long term memory and include these strategies in all our teaching sequences. A focus on key knowledge points for every topic and a clear assessment, away from the point of learning, demonstrates the effective implementation and impact of our curriculum.

2. Rationale

At Priory, we aim to develop the physical potential of all children, to help them to be 'the best that they can be'. We want to help our children to prepare for a healthy future, with a firm understanding of what this means and how to achieve it. Our intention is for every Priory pupil to live a healthy, active life, in accordance to our school rights, whilst in our school and beyond.

We recognise the importance of Physical Education to a child's physical, cognitive, social and emotional development, as well as the role it can play in a child's spiritual, moral and cultural development.

Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities, thus providing an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes attitudes towards a healthy lifestyle; enabling them to make informed choices about physical activity throughout their lives. We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations.

A balance of individual, team, cooperative and competitive activities aims to cater for individual pupil's needs and abilities. In addition to the importance placed on P.E. lessons, we also promote our wider curriculum offer which includes the opportunities for pupils to take part in extra-curricular sports and activity clubs and competitions. Daily physical activity and health enhancing activities also play a crucial role in our offer to pupils. This includes: active lessons, active break and lunchtimes and extra-curricular activities.

3. Aims and Objectives

- participate in high quality PE sessions each week
- develop positive attitudes to physical endeavour including fair play, perseverance and sporting behaviour

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- learn how physical activity affects the body and contributes to a healthy lifestyle
- understand the needs for safe practice in P.E. and how to achieve this
- acquire, develop and explore physical skills with increasing control, co-ordination and confidence in a range of physical activities and contexts
- work and play with others successfully in a range of group situations showing appreciation of the differing abilities of others
- learn how to apply skills, tactics and compositional ideas to suit different activities
- evaluate their own work and that of others, and use what they have learnt to improve the quality and control of their performance
- experience the enjoyment of physical activity through creativity and imagination
- take part in a range of tournaments and sports festivals, both within school between year groups and with other schools
- utilise the expertise of the staff at Trentham High School - THS staff will work with every KS1 and KS2 class each term (either in school or at THS)
- all feel involved, included and challenged, whatever their ability

4. Teaching and Learning

PE is a foundation subject in the National Curriculum. We teach dance, games and gymnastics at Key Stage 1. In Key Stage 2, we teach dance, games, gymnastics, swimming and water safety, and athletics; all children receive two hours of PE per week on their PE areas. Outdoor and adventure activities are covered through residential visits, along with our outdoor Orienteering trail.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is also planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

The Hive is also underpinned by the PE Passport curriculum focusing on a Reception/ year 1 curriculum. Again, the aim is to complete two hours of PE per week focusing on developing basic skills- progressing at a pace suitable for them.

5. Assessment

Types of Assessment:

a) Formative Assessment (Assessment for Learning)

- Assessment in art focuses on pupils' ability to appraise, appreciate, and reflect on their own work and that of others, recognising that artistic response is subjective.
- Teachers provide ongoing verbal feedback to guide pupils' development, encouraging them to refine techniques and express ideas with increasing confidence.
- Through the 3D curriculum approach, pupils revisit key artistic knowledge and skills over time, deepening their understanding of materials, processes, and visual elements.
- Learning is linked across topics and themes, helping pupils to make meaningful connections between artistic movements, cultural influences, and their own creative practice.
- Assessment captures pupils' progress in thinking, discussing, and creating art, rather than relying on fixed outcomes, ensuring all learners can demonstrate achievement in diverse ways.

b) Summative Assessment (Assessment of Learning)

- Conducted consistently using the cumulative quizzes.

Arbor is the chosen MIS system for use within Priory and the St. Bart's Trust. We use Arbor to report, analyse and track pupil progress and attainment.

When recording judgements on Arbor the following code is used and this is consistent across the Trust:

- **WB** - Significantly Below
- **B** - Below
- **NYT** - Not Yet There
- **EXS** - Expected Standard
- **GDS** - Greater Depth

At the end of each unit, children also complete a self-assessment. The children use the IPADs to create videos of their performance and then self assess according to the lesson objectives. The children will then use this to create a 'PE journey'. Meaning that the children have video evidence of all of the different units that they have covered through the year.

6. Resources

There is a wide range of resources to support the teaching of PE across the school, including PE Passport, where planning ideas are taken. These all help to support the statutory requirement of two hours of PE per week. We keep most of our equipment in the main PE store. The children use the sports hall and main hall for gym, dance and games activities and the school field and yard for games and athletics activities. For swimming the children will have access to a pop up swimming pool provided by Time 4 Sport, with lessons taught by qualified instructors.

7. Early Years

The Early Years Curriculum focusses on building skills, knowledge and understanding with a metacognitive and independent enquiry-based approach. We have adopted a creative approach to the curriculum and we ensure it is broad, balanced and exciting. We make links across the curriculum and to life wherever possible as we believe this deepens the children's level of learning. We use the Revised Early Years Framework for the Foundation Stage curriculum (Development Matters published September 2020) as appropriate, to guide our teaching. These documents set out the aims and objectives for children from birth to the end of Reception and provide details regarding expectations of child development at each phase and what skills they need to be taught to ensure they are ready for transition between phases.

The Revised EYFS (2021) is broken down into areas of development. There are two main sections of the curriculum, the "Prime" areas and the "Specific" areas. There are 3 Prime areas which are fundamental and underpin everything in the Early Years curriculum – communication and language, physical development and personal, social and emotional development. The 4 Specific Areas of development include essential skills and knowledge for children to participate successfully in society and allow them to strengthen and apply the Prime areas – literacy, Math's, Understanding the World, Expressive art and Design.

In the EYFS, Physical Education is not taught exclusively as a subject, but is embedded in teaching the children knowledge of the world in which they live- under the heading 'Physical Development'. Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. 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.

At Priory, we understand that 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. Therefore, as a school, we encourage 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, allowing children to develop proficiency, control and confidence.

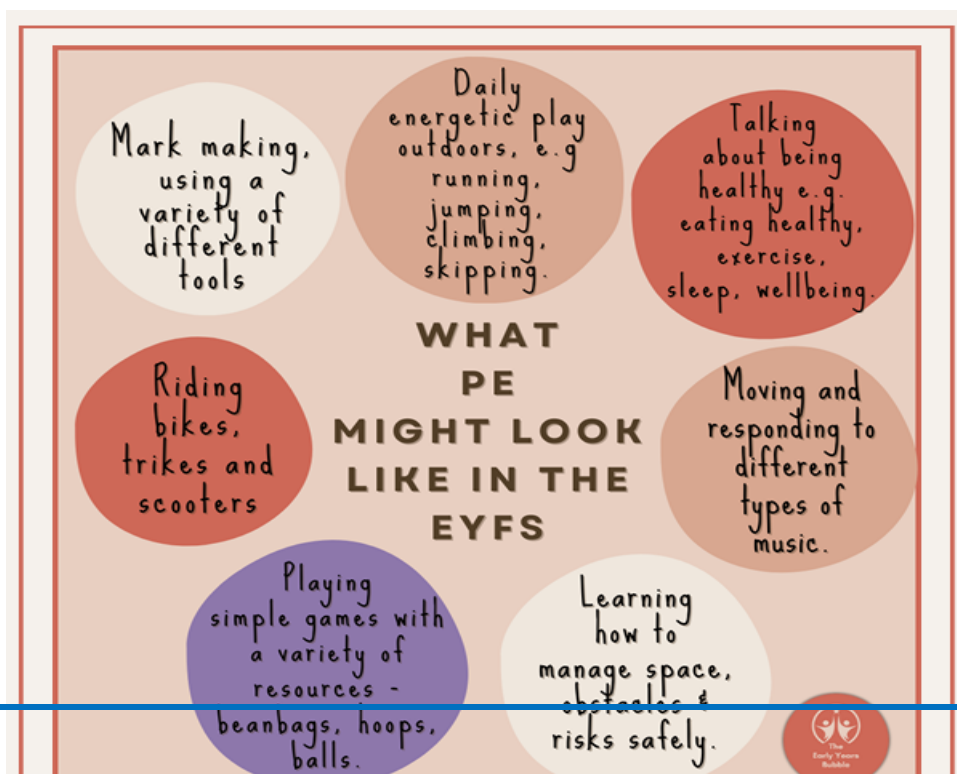
Assessment plays an important part in helping practitioners to recognise children's progress, understand their needs, and to plan activities and support their development. Assessment in the Early Years is Ongoing and is largely based on Facilitated child-led experiences; allowing children to reflect their own knowledge, and high-quality adult led activities. Children are assessed throughout the Foundation Stage using the new Development

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Matters (2021) which sets out a pathway of children's development in broad ages and stages. Children are assessed against the Early Learning Goals and Development Matters through a range of observations and work. The Early Years Lead provides a baseline of attainment, monitors progress and provides end of year assessment. It tracks achievement in all Areas of Learning and can provide specific feedback to individual subject leads, regarding achievement in the relevant strands.

The curriculum of the Early Years underpins all future learning by supporting, fostering, promoting and developing children's skills in the following areas:

PRIME AREAS	SPECIFIC AREAS
<p>Personal, social and emotional development</p> <ul style="list-style-type: none"> • Self-Regulation • Managing Self • Building Relationships <p>Physical Development</p> <ul style="list-style-type: none"> • Gross Motor Skills • Fine Motor Skills <p>Communication and language</p> <ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking 	<p>Literacy</p> <ul style="list-style-type: none"> • Comprehension • Word Reading • Writing <p>Mathematics</p> <ul style="list-style-type: none"> • Number • Numerical pattern <p>Understanding the world</p> <ul style="list-style-type: none"> • People, Culture and Communities • The Natural World • Past and Present <p>Expressive arts and design</p> <ul style="list-style-type: none"> • Creating with Materials. • Being Imaginative & Expressive



Physical development underpins all other areas of a child's learning and development. In the Early Years, it is not a statutory requirement to deliver a standalone PE lesson, although at Priory we encourage this as part of our curriculum with a focus on basic motor development and skills.

8. Inclusion and SEND

Pupils with SEND have full access to the curriculum through reasonable adjustments. They can be supported through differentiated tasks, scaffolds, adult and peer support. Where necessary adapted equipment and resources can be provided. Advice to support individual pupils is always available from the Inclusion Hub and where appropriate specialist services.

The Hive

The Hive is Priory CE Academy's specialist resource provision for pupils with communication and interaction (C&I) needs, including those on the autism pathway. It provides a calm, structured learning environment with adapted teaching, sensory regulation and small-group opportunities whilst following the curriculum of the main school. The Hive follows the full National Curriculum, planned and sequenced in step with whole-school long-term plans and adapted to meet individual EHCP targets and next steps.

Every subject leader is responsible for ensuring that their curriculum intent, implementation and impact extend fully to The Hive. They quality-assure planning, teaching and assessment, meet termly with The Hive team and SENCO, and contribute to monitoring and pupil-progress reviews. Subject leaders also teach or model lessons in The Hive when appropriate, ensuring that high expectations and consistent pedagogy are maintained. This partnership supports smooth inclusion, builds staff expertise and secures equality of ambition for all pupils.

PE in The Hive promotes physical development, coordination and enjoyment of movement, aligned with the school's PE curriculum. Lessons are adapted for sensory regulation and small-group participation. The PE lead observes lessons, supports planning and leads or co-leads sessions to guarantee high-quality skill progression and safe, inclusive practice.

9. Equality

Priory is a caring school that aims to provide a high-quality education to all our pupils within a secure and environment. We are a Rights Respecting School and protecting the rights of all individuals is important to us. We hope that pupils will leave us with confidence, positive memories and that they value their time here.

Our school

Our school aims to meet its obligations under the public sector equality duty (PSED) by having due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

10. Monitoring and Review

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The subject leader is responsible for monitoring the standards in Physical Education. They will monitor the quality of planning, lessons and pupils' work throughout the year. They will also engage with pupils through surveys and interviews to discover their views. Annual data will be analysed. All monitoring will be used by the subject leader to create and maintain an action plan to bring about improvements. This will include support for staff, planning training and purchasing resources.

The subject leader, SLT and Governing Body are responsible for monitoring the implementation of this policy. This policy will be reviewed every two years or earlier if necessary.

11. Other related policies:

- Equality
- Teaching and Learning
- SEND
- EYFS
- Assessment
- Marking and Feedback
- Presentation and Handwriting
- Health and Safety
- Disability and Equality

Policy Author: Ash Bradshaw

Date of Review: September 2027