



Physical Education & Games Policy

'Love your neighbour as yourself' (Luke 10 v 27)

Intent

At Temple Ewell Church of England Primary School, Physical Education (PE) and Games are a vital part of a broad, balanced and ambitious curriculum. Our intent is to develop physically competent, confident and reflective pupils who understand the importance of physical activity for lifelong health, wellbeing and enjoyment.

We aim to inspire all pupils to succeed and excel in a wide range of physical activities, including competitive sport, creative movement and outdoor physical challenges. Through carefully sequenced learning, pupils develop physical skills, tactical understanding, resilience, leadership and teamwork. Our PE curriculum reflects our Christian vision and values, promoting fairness, respect, perseverance, courage and compassion through shared physical experiences.

Implementation

Curriculum Organisation

All pupils receive a minimum of two hours of high-quality PE per week, delivered by class teachers and the school's Sports and Wellbeing Coach. Provision is enhanced through:

- Use of the Millennium Hall, Small Hall, playgrounds, field and outdoor learning spaces
- Swimming instruction delivered by qualified instructors at The Duke of York's Royal Military School
- External coaches from local sports clubs to enrich learning experiences
- A wide range of after-school and lunchtime physical activity clubs
- Participation in competitive sport through Youth Sport Trust and the Dover District School Sports Partnership

Curriculum Design and Progression

The school follows its own carefully sequenced PE curriculum, underpinned by detailed EYFS, KS1 and KS2 skills progression documents. These ensure:

- Clear progression from fundamental movement skills to complex, tactical and leadership-based performance

- Repeated opportunities to revisit and deepen key concepts such as balance, coordination, space, transition and evaluation
- Coherent transition between key stages, preparing pupils effectively for Key Stage 3

Lessons are taught in structured units to promote depth of understanding, contextual application of skills and reflective performance.

Early Years Foundation Stage

Physical development is a prime area of learning in EYFS. Pupils access daily opportunities to develop fine and gross motor skills through indoor and outdoor provision, alongside a weekly PE session. Learning focuses on movement, balance, coordination, agility and understanding how physical activity supports health and self-care.

Adaptive Teaching, SEND and Equal Opportunities

Temple Ewell CEP School is committed to inclusive PE provision. All pupils are entitled to participate fully and achieve success.

- Activities are appropriately adapted to meet the needs of all learners, including pupils with SEND
- Expectations are personalised while maintaining the integrity of activities
- Spare PE kit is available where required
- All pupils are given opportunities to represent the school and participate in competitions

Spiritual Development

PE nurtures pupils' spiritual development by offering opportunities to experience joy, creativity and self-expression through movement. Pupils develop empathy, teamwork and perseverance through collaborative activities and competition. Dance and gymnastics enable emotional expression, while outdoor PE and reflection support mindfulness and awareness of self, others and the wider world.

Health and Safety

The school places the highest priority on pupil safety in PE and Games. All staff follow Association for Physical Education (AfPE) Safe Practice Guidance. Risk assessment, safe use of equipment, appropriate clothing and jewellery expectations, and management of medical needs (e.g. asthma and diabetes) are integral to lesson planning and delivery.

Impact

Assessment in PE is ongoing and purposeful. It is primarily undertaken through:

- Teacher and coach observation

- Professional dialogue with pupils
- Use of progressive skills grids in KS1 and KS2
- Photographic and video evidence where appropriate

Progress is evaluated over time by assessing pupils against progressive skills criteria, supported by pupil self-reflection, peer feedback, participation in competitive contexts and pupil voice. This enables leaders to understand how pupils are improving physically, tactically and personally.

PE outcomes and engagement are reported annually to parents as part of end-of-year reports.

Role of Subject Leader

The PE and Games subject leader is responsible for:

- Ensuring curriculum coherence, progression and ambition
- Monitoring the quality of teaching and learning
- Supporting staff through guidance, CPD and shared practice
- Managing and auditing resources
- Liaising with external agencies to enhance provision
- Liaising with the Sport and Wellbeing Coach employed by the school
- Monitoring and evaluating the impact of the School Sport Premium

The subject leader works with other senior leaders and governors to ensure PE provision remains high quality, inclusive and sustainable.

Date: January 2026

Review: January 2027