

WESTFIELD PRIMARY

Physical Education Policy

March 2026

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Reviewed by E. Carey March 2026



Our Intent

At Westfield, the aim of the Physical Education Curriculum is to provide all children with the opportunity and guidance to develop their physical abilities. Our aim is to provide practical, skill-based learning through the teaching of both physical education and sport. Our curriculum is designed to develop a child's love of learning, physical ability, cognitive, social and sport-specific skills. Additionally, PE skills are developed and progressed within each year group as well as key vocabulary. We aim for every child to enjoy physical education and hope that we can embed a love of physical activity, which will be maintained in adult life. Every child should be made to feel that they are capable of success in PE and this could be as an individual, pair or team. It is important that children at Westfield understand the importance of being active and the positive effects it can have on physical and mental wellbeing. At Westfield, we want each child to have the opportunity to take part in competitive activities during PE time or as an extra-curricular activity or event.

We wish to produce physically active, independent learners who will be keen to participate in many physical activities and sport. It is expected that as they progress through the school each child will become physically stronger and will develop key skills such as agility, balance and co-ordination. Through the teaching of physical education, it is expected that children will be able to apply their progression and to a variety of activities and sports. All children will experience the effects of exercise on their bodies and be able to describe and then explain what is happening to them as a result of physiological change.

It is expected that each child will become more agile, stronger and healthier by participating fully in all aspects of Physical Education. We aim to encourage the development of co-ordination - hand and eye and whole body through a range of activities. Key vocabulary and explanations of movement, key sports terms and skills are also embedded in our curriculum progression allowing children to develop their previous knowledge.

Westfield 5R's

By mastering new techniques and skills, either by discovering by themselves, or by teacher demonstration, they will develop confidence in their abilities. Through the teaching and coaching of sport at Westfield it is expected that each child will develop important social skills and attributes. These include tolerance, fair play, honest competition, sportsmanship and co-operation as individuals, team members and spectators. Physical Education at Westfield also includes development of the key 5R skills which are promoted in all subjects throughout school. The 5R's are Respect, Resilience, Risk-taking, Relationships and being Resourceful all of which are threads which should run through Physical Education and Sport.

Teamwork and aspiration

Leadership and Teamwork is encouraged during Physical activity at Westfield as well as a secure understanding of rules, codes of conduct, safe practice and respect for sporting officials, coaches

and staff. All children will be instructed in the safe handling of any apparatus they use, whether gymnastic apparatus, or indoor and outdoor equipment. Westfield staff raise the profile of PE and Physical Education by running extra-curricular clubs such as cross-country, netball, hockey or rounders and by wearing compulsory Westfield Staff PE kit. Teaching staff model a positive attitude towards PE and Sport at all times and extra-curricular teams and sporting events are supported and encouraged by staff members.

The provision of extra-curricular activities is an important extension of the Physical Education syllabus. It includes after school clubs in netball, football, rounders, dance, martial arts, dodgeball and many more. Outside provider coaches are also brought in to provide additional clubs and sport-specific expertise from local clubs, teams and national organisations are used in school to develop staff CPD and extend the range of activities available to children. Each child participates in the annual sports day activities which parents and siblings are invited to watch and support.

The curriculum

The PE curriculum is developed and delivered through the use of GetSetforPE planning. The progression and use of certain activities and sports for each year group has been set out by the PE lead in line with the curriculum and needs of the children at Westfield. The development of skills, physical ability and the use of tactics are set out in the PE skills progression document which shows the progression of skills and vocabulary from EYFS to Year 6.

2026/2027						
	TERM 1		TERM 2		TERM 3	
Reception	Introduction to PE : Unit 1	Fundamentals : Unit 1	Gymnastics : Unit 1	Dance : Unit 1	Ball Skills : Unit 1	Games : Unit 1
Year 1	Fundamentals	Invasion Games	Dance	Sending and Receiving	Fitness	Team Building
	Gymnastics	Ball Skills	Net and Wall Games	Target Games	Athletics	Striking and Fielding Games
Year 2	Fundamentals	Dance	Gymnastics	Target Games	Fitness	Team Building
	Ball Skills	Invasion Games	Sending and Receiving	Net and Wall Games	Athletics	Striking and Fielding Games
Year 3	Gymnastics	Dance	Handball	Fitness	Athletics	OAA
	Football	Netball	Hockey	Tennis	Cricket	Rounders
Year 4	Swimming	Swimming	Swimming	Swimming	Swimming	Cricket
	Basketball	Football	Tennis	Dodgeball	Athletics	Rounders
Year 5	Dance	Gymnastics	Handball	Dodgeball	Athletics	OAA
	Football	Basketball	Hockey	Tennis	Cricket	Rounders
Year 6	Gymnastics	Dance	Tennis	Volleyball Y5/6	Athletics	OAA
	Netball	Handball	Badminton Y5/6	Fitness	Rounders	Cricket

Key Stage 1 & EYFS

PE involves our children in a continuous process of planning, performance and evaluation. These three elements are introduced in KS1 year groups and developed as children progress through the school. Key vocabulary is also a fundamental part of the Pe Curriculum and each unit taught has subject-specific vocabulary to be learnt alongside physical skills.

EYFS units and fundamental programmes allow children to understand how to control their movements and to develop gross motor skills. Teachers develop their lesson plans and activities to meet the needs of individual learners and cohorts. The programme of Physical Education is designed to ensure that, by the age of five, the children will be able to move confidently and imaginatively with increasing control and co-ordination and an awareness of spaces and of others.

Teambuilding has also been introduced across both Key stages and these skills progress through the school and develop understanding of mindfulness on positive mental health and building healthy relationships with peers.

EYFS & KS1 Key elements

EYFS units include: Intro to PE, Fundamentals 1, Gymnastics unit 1, Dance unit 1, ball skills 1 and Games Unit 1.

KS1 units include: Fundamentals, Invasion, net and wall, dance, sending and receiving, gymnastics, fitness, athletics, team-building introduction to sports such as football, basketball, hockey, tennis and cricket.

GYMNASTICS - basic actions such as travelling, turning, rolling, jumping, swinging, climbing and balancing on both floor and apparatus.

DANCE - developing control in co-ordination, balance and poise when travelling, jumping, turning and by gesture and stillness; performing movements and patterns and developing moods and feelings through the medium of dance.

The programme of **Dance** develops awareness of body parts, appropriate use of space, movements reflecting moods and feelings and the ability to perform as individuals, in pairs and small groups. They will focus on creating and performing short dances, using movement to explore and communicate ideas.

GAMES - simple competitive games and how to play them as an individual, in pairs and small groups. Basic skills such as throwing and catching will be taught as a basis for later transfer of learning into games scenarios.

The emphasis on **Games** is based on two fundamental principles:

Laying the foundation for life-long physical activity. The children will be encouraged to participate in games as individuals and as members of a team, resulting in a sense of achievement, success, enjoyment and good sportsmanship in competitive sport.

Developing basic game-playing skills, especially catching and throwing. The children will play games based on net games and striking and fielding games and later on will start to play simple invasion games.

KS2

Progression is shown in KS2 through building on skills mastered in KS1. The main emphasis in Lower key stage two is to refine skills, improve accuracy, understand basic rules, begin to incorporate tactics and use key vocabulary with confidence. In Upper KS2, there is an emphasis on teamwork, communication in a team, constructive feedback, applying and refereeing some sports and using tactics in a game environment for advantage.

It is important that children are able to master and apply basic skills across a number of sports and activities before they leave Westfield and this is the basis we use for our PE curriculum. The basic skills are broken down into three main areas – sending, receiving and travelling. These bring out all the skills needed in all major games such as – catching, hitting, throwing, kicking and travelling with a ball. These skills will enable children to adapt a variety of games and enjoy a wide range of activities inside and outside of the school environment.

Games/Sport

Invasion: football, hockey, netball (high five), tag rugby, handball.

Net/wall: tennis, badminton, volleyball, dodgeball.

Striking/fielding: rounders and cricket

Other: Team building, orienteering, dance and gymnastics.

The children are given a large range of apparatus and equipment to help them learn these skills and work in small groups ranging from two to six to ensure that all children participate fully at all times. A range of age/physical ability appropriate equipment is provided so that staff can teach their lessons safely with the ability to differentiate when needed. E.g., Rounders in Year 3 may need to be taught with small tennis rackets to provide a larger surface area to hit the ball with but in UKS2 children are expected to use the rounders bats effectively.

Full-sided games are not allowed by the various sports governing bodies in Key Stage 2. Small-sided games with simple or locally made up rules (by the children) can be used as a progression right through the school with the rules becoming more complicated as the children mature.

Handball was added to the Curriculum in 2023 in order to give children an additional unit which required throwing and catching skills. These skills were identified as being an area for development and something that is a whole school target to improve.. Handball is now being taught in Year 3 and Year 5.

Competition in school

Throughout KS1 & KS2 we try to provide children opportunities to compete in school against their classmates and also in the wider community. It is important for KS1 and LKS2 children to experience outside competitions and events where possible to prepare them for Yr5/6 when sporting events become more prevalent in order to prepare them for secondary school.

Through Active Surrey, local contacts and Woking Area Sport for Primary Schools (WASPS), Westfield competes in a number of events throughout the school year. Each event is defined by the organiser into three categories, 1 for all abilities, 1 for expected level athletes and one for more able athletes. At Westfield we select a range of these activities for our children to take part in including the school games.

Within school, the four houses are involved in various sporting competitions that are held throughout the year including sports day. The children elect house captains and these children are responsible for organising teams to participate in any house sporting competitions there may be.

Dance

Dance, in its various forms gives an opportunity for the children to express and communicate their feelings, ideas and moods. Working individually with a partner or in a group, the children develop their sense of rhythm and master a range of movements in response to various stimuli. Dance units are completed throughout KS1 and KS2 in order to help children progress their skills, vocabulary and confidence and choreography.

Children will be given time to compose dances involving creating, improvising, selecting, exploring and refining content, sometimes incorporating work from other aspects of the curriculum. They will be expected to perform and then evaluate their own and other's work in a constructive way. They will also be able to create characters through movement and gesture using visual images and descriptive passage as a stimulus. If possible the children should also be given the opportunity to work with dance groups from different cultures.

Gymnastics

Gymnastics seeks to develop the skills in body management, kinaesthetic and aesthetic awareness through direct and guided discovery methods of teaching. These skills should be practised and developed both in relation to the floor and apparatus and using equipment such as ribbons and quoits.

The children will be expected to acquire control, co-ordination and versatility in increasingly challenging situations and will develop strength, especially in the upper body and maintain flexibility. These skills are based on natural actions such as rolling, swinging, leaping, balancing and inverting. Children aim to improve performance and become able to apply new skills to new problems. They learn to compose sequences of movement showing dynamic qualities, fluency and control.

As they progress, each child will be encouraged to observe and comment constructively on their own and other's work. They will be taught how to assess, modify and improve their work in order to achieve a better standard by criteria that the teacher gives them. Children should also be able to

use the correct terminology when planning a gymnastics sequence or providing feedback for peers e.g. using language such as pike position. The children will be given opportunities to work and share with a partner, then with a larger group wherever possible.

Athletics

Athletic activities build on a child's natural capacity to run, jump and throw and these events provide opportunity for children to develop these skills and to compete individually. They promote all-round physical development, speed, stamina, strength and flexibility. The children are given the opportunity to improve their performance in terms of distance, time and accuracy as well as learning how to measure, judge and record events accurately.

The children will explore different events involving running, jumping and throwing activities such as long jump and 'javelin' throwing. Children will take part in simple competitions with their classmates and school teams during events such as sports day. UKS2 children will develop their understanding of physiological changes and how they can improve themselves by training.

Swimming

Swimming provides the best all-round exercise in terms of flexibility, strength, speed and stamina. It is a crucial skill and is essential for safety outside of school and also when taking part in some residential trips.

We aim to ensure that all children at the end of Key Stage 2 should not only be able to swim a distance of 25m, but should be able to understand and appreciate the limitations for that achievement in open water and hostile conditions.

An ASA qualified teacher runs the Westfield swimming programme. Year 4 children attend lessons at Woking Pool in the Park. The children are taught the National Curriculum swimming activities, giving them the opportunity to learn and improve swimming and survival techniques as well as knowledge of water hazards.

The children learn to enjoy being in water and become more confident by finding out how to float and trying new ways of propelling themselves through the water. As they progress, they are taught survival techniques and how to refine strokes. There is an opportunity for KS2 children to take part in an annual swimming gala during the Summer term.

The children are encouraged to achieve different levels of competence and can gain certificates of achievement at all levels.

Assessment

All children are assessed against the key stage curriculum statements.

KS1

- 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.

KS2

- 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.

PE is assessed after each unit is taught (half termly). This is done through assessing against the broad curriculum statements and the more specific statements we have created in our subject progression document. Children are assessed as either expected, working towards or above expected. In our end of term reports each child is assessed on their attainment, progress and effort in PE. The PE leads carry out termly observations to record and assess both the teaching and skills. Seesaw is also used as this allows us to record and upload evidence of skills the children have learnt- this is another way that the PE leads will be able to regularly check the teaching and outcomes of PE lessons.

Swimming is also reported upon each year. At Westfield children completed weekly swimming lessons during a term of Year 4 with the aim to achieve the curriculum targets.

- 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.

The data is held from year 4 and followed up again to see whether progress has been made outside of school. If children are unable to swim by Year 6, support is given to aid this.

Inclusion

All children will be given equal opportunity to take part in physical activities, regardless of sex, age, race, ability or disability. We are constantly mindful of the need to provide praise and encouragement for all and to monitor progress in relation to the children's individual needs.

Lesson Structure

Basic PE lesson structure which can be adapted to suit needs of individual children, cohort or activity:

1. Warm-up activities - individual. Heart rate up and focus on muscles being used.
2. Individual and small group activities - skill-based drills and small team activities dependent on activity.
3. Team games/Application of skills - games used to apply skills from stage 2.
4. Cool down and feedback stage.

Resources

Class teachers are responsible for the organisation of their lessons and for the usage of equipment from the PE Shed. All equipment should be stored appropriately and put back in the PE Shed when used. Any missing resources or equipment requests should be reported to the school PE leads. Set-up of sound systems in the hall are required for Dance and Gymnastics lessons. Getset4PE also provide a wealth of videos which can be shown to children before practising a certain skill e.g. a cartwheel so they know what they are aiming for in order to succeed.

Parents and Carers

We expect that parents will play a very supportive role in the promotion of PE and Sport at Westfield. We ask that they spend time with their children developing their physical skills and understanding of rules and conventions. We ask them to provide correct school PE kit and to ensure that long hair is always tied back for any PE activity. We also require that they abide by the school rules concerning jewellery and earrings, which must be removed by the child for any PE activity without exception.

The understanding of aspects of sportsmanship and fair play is also taught through example by parents. PE attainment for each child is communicated in the end of year reports.

PE Kit

Parents are also asked to support that children wear the appropriate uniform when doing PE. Children will come into school on these days wearing PE Kit.

The PE uniform consists of:

- Burgundy t-shirt
- Navy/Black shorts
- Plimsolls
- Trainers for games
- White socks
- Plain Navy tracksuits may also be worn during colder months.



Roles of the Co-ordinator

- Monitor levels of achievement
- Provide an on-going support for the staff for resources and subject knowledge.
- Collect Pupil feedback on PE lessons
- Provide Compulsory Staff PE Kit to promote PE and Sport in school
- Ensure there are adequate resources in all areas within the limit of the allocated budget
- Ensure resources are in good repair and safe to use
- Ensure all staff are aware of the range of resources and how to use them
- Ensure all staff know how and where the resources are stored
- Keep up to date with developments in the curriculum
- Prepare and review curriculum guidelines and policies
- Organise in-service training
- Attend community WASPS meetings and liaise with other schools for competition events.
- Organise outside agencies to provide extra-curricular clubs
- Promote the use of correct PE uniform for children
- Promote and maintain sports events boards
- Track progress in competitions and raise the awareness and access to competitive sport for all abilities.
- Organise and run sports based extra-curricular clubs for children
- Organise & host sporting events including sports day.