



BENGEWORTH CE ACADEMY

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PHYSICAL  
EDUCATION AND  
SPORTS' POLICY  
2024 - 2025

September 2024



Bengeworth  
Multi Academy Trust

Brilliant People • Better Schools • Bright Futures

# STATEMENT OF INTENT

## Curriculum Intent

At Bengeworth CE Academy, we provide a broad, balanced and knowledge rich curriculum which is underpinned by our values, core beliefs and an education for global citizenship taught through our Global Themes. Our intent and vision intends to:

***'Develop aspirational, confident learners and leaders of the future who have a deep understanding of the world around them and the impact they can have on it.'***

It is our intention that our pupils are provided with inspirational learning experiences that will ignite sparks within the pupils and enable them to develop and build upon their long term memory by making links and connections that enable them to know and remember more. As confident, articulate and happy individuals we intend for our pupils to achieve academic excellence and who consider themselves as leaders within their own right. Leaders who can and will have an impact on the world around them.

Our Global Themes are:



Power and Governance



Peace and Conflict



Human Rights



Sustainable Development



Identity and Diversity



Social Justice and Equity

Through a deep respect of the traditions of each unique subject, our curriculum recognises the identity of the disciplines that are studied. We have taken great care to design a well-sequenced, well-specified and ambitious curriculum for all pupils to access, ensuring our values and global themes underpin it. We consistently strive to ensure that the curriculum is exciting and challenging and reflects and nurtures pupils's interests, needs and celebrates the many successes of our pupils.

Links between subject disciplines are made to ensure there is an engaging and relevant context within which to learn and globally themed questions are used as the driving forces for each half-term/term's focus. We strongly believe that the relationship between education and learning should not be shaped by narrow outcomes but that it should serve another purpose; *a whole education, not defined solely by what is measured, but what is experienced, felt and used.* Through our Global Themes' curriculum we are providing pupils with the skills needed to understand, challenge and tackle the social, political and economic challenges that are moving rapidly towards us.

## Subject Intent

At Bengeworth CE Academy we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. Our scheme of Real PE for physical education, alongside specific skill based learning, aims to provide a well-rounded curriculum for all pupils to access and thrive in. This broad and balanced physical education curriculum provides pupils' with increasing self-confidence in their ability to manage themselves and their bodies, within a variety of physical and sports related learning. Progressive learning objectives, combined with inclusive and varied teaching approaches, provides stimulating, engaging and appropriately challenging learning experiences for all pupils. We provide all pupils a knowledge-rich physical education, irrespective of their innate ability, whilst giving them the opportunity to, and be motivated to, further develop their individual potential.

A balance of individual, paired and group activities, co-operative, collaborative and competitive situations, aims to cater for the preferences, strengths and needs of every pupil. All physical education and sports activities aim to promote a broad base of movement knowledge, skills and understanding. They also allow the development of a pupil's ability to work independently, where they can become ambitious and confident individuals. The varied sporting activities also provide pupils the opportunity to build basic team building skills.

The activities offered alongside the teaching approaches adopted, provide pupils with opportunities to develop their creativity and become expressive, through improvisation and problem solving. All pupils are encouraged to appreciate the importance of a healthy and fit body, maintain this as well as show understanding of those factors that can affect health and fitness.

Whilst retaining its unique contribution to a pupil's movement, physical education also has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the school's planning for the development of pupils' Literacy, Numeracy, P.S.H.E and I.C.T skills, as well as listening and concentration skills.

## Aims

- To develop an understanding of the approach to physical education and the importance of developing all aspects of physical literacy.
- To develop confidence in pupils' own skills and abilities.
- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To improve observation skills and the ability to describe and make simple judgements on their own and others' work, and to use their observations and judgements to improve performance.
- To promote an understanding of safe practise, and to develop a sense of responsibility towards their own and others' safety and well-being.
- To develop the ability to work independently and in small and larger group situations with the ability to communicate with and respond positively towards others.
- To develop a sense of fair play and to appreciate the importance of good sportsmanship.
- Provide pupils with accessible learning through the multi-ability approach in Real PE as well as in physical and sporting activities to ensure all pupils enjoy, engage with and are challenged to develop

the skills needed for a variety of fundamental skills that will be continually built on, to enable them to thrive during the future.

## Equal Opportunities

- All individuals in our school are challenged, supported and make progress in physical education and sport regardless of their background. Pupils are provided with opportunities that develop a love for PE and sport whilst promoting the importance of leading a healthy lifestyle.
- We are an inclusive school that ensures all pupils are provided with equal learning opportunities, regardless of social class, gender, culture, race, disability or learning difficulties.
- In order to ensure pupils with SEND achieve to the best of their ability, outcomes are adapted and the delivery of the physical education curriculum is differentiated for these pupils.
- The school aims to maximise the use and benefits of physical education as one of many resources to enable all pupils to achieve their full potential.

## Legal framework

This policy has due regard to statutory legislation, including, but not limited to, the following:

- DfE 'Statutory framework for the Early Years' Foundation Stage' 2021
- DfE 'Physical Education' programmes of study: Key Stages 1 and 2' 2013
- Early Years Foundation Stage (2021) ELG-Physical Development

## Linked Policies

PSHE Policy

Equal Opportunities' Policy

# IMPLEMENTATION

Our curriculum is translated over time in the classroom following a structured approach. Detailed topic overviews highlighting the substantive and disciplinary knowledge and vocabulary to be taught have been developed for each subject. These overviews reduce workload, enabling teachers to spend more time thinking about how each lesson can be effectively delivered in their classroom to support the specific context of their classes.

Each lesson begins with a prior learning review, where pupils are supported in activating prior knowledge and to make connections between their learning. We have an emphasis on explicitly teaching vocabulary, and each lesson includes the introduction, oral rehearsal, and engagement with key vocabulary (e.g., I say, you say, we say, Star Word etc). Key vocabulary is contextualised throughout the lesson, including through the use of Topic Warmer, and pupils are given opportunities to apply new words. Teachers use the following principles of cognitive science when planning lessons to enable **all** pupils to access the knowledge, skills and vocabulary needed to succeed:



Core concepts, explicit vocabulary and substantive and disciplinary knowledge have been mapped progressively. Lesson content is planned accordingly to ensure full coverage of these core concepts:

Progression Documents -

<https://docs.google.com/document/d/1GJBsAfSjxfKWP4gNoCqEVlB3G4w9fzq0zcPaF9evWSM/edit?usp=sharing>

**Subject Delivery:**

<p><b>Subject Delivery and Frequency</b></p>	<p>PE will be taught between 1 to 2 hours per week, some sessions to be taught by a PE specialist during PPA time. This includes swimming for all year groups.</p> <p>Teachers are expected to teach 2 lessons per week ( this can include swimming)- one of these lessons has a Real PE focus and one that has a Physical Education and Sporting focus</p> <p>The areas of focus (cogs) for this are:</p> <ul style="list-style-type: none"> <li>● Personal</li> <li>● Social</li> <li>● Physical</li> <li>● Cognitive</li> <li>● Creative</li> <li>● Health and Fitness</li> </ul> <p>Within our physical education and sporting curriculum we aim to enhance knowledge, skills and understanding through eight areas of activity:</p> <ul style="list-style-type: none"> <li>● Athletics</li> <li>● Dance</li> <li>● Games – Invasion, Multi-skills Games: Striking and Fielding</li> <li>● Gymnastics</li> <li>● Health &amp; Fitness</li> <li>● Swimming</li> <li>● Outdoor and adventure</li> <li>● Inclusive sport (archery, boccia, new age kurling)</li> </ul> <p>Inter-house competition- Pupils have the opportunity to participate in Inter-house competitions every term.</p> <p>Autumn - Inclusive Games          Spring - Cross Country          Summer - Athletics and Rounders</p> <p>Annual Sports' Day - pupils have the opportunity to participate in a variety of multi-skills activities to earn house points for their house.</p>
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	<p>Pupils are offered opportunities to participate in a variety of after school activities every half term. Specialist sports coaches consistently support Bengeworth’s extra-curricular programme and lead after school clubs in sports such as cricket, hockey, tag rugby, football, tri-golf, table tennis and multi skills.</p> <p>Through our house system pupils are provided an opportunity of pupil leadership where nominated individuals represent their house as house captain in Year 5. These pupils represent their houses for all house-related events, as well as sporting competitions, (e.g. Sports Day) as well as planning events within school. Each year, two house captains are elected for each of the four houses and they are pupils who are regarded as role models for other pupils both within sport and other aspects of school life.</p>
<p><b>Planning Expectations</b></p>	<p>Using the Physical Education &amp; Sport Progression Document, teachers are able to identify learning objectives across the year and add this to their medium term plan.</p> <p>Medium term planning gives clear guidance on the skills and knowledge that is being developed within each topic/subject, showing progression from the previous year. Regular reviews take place every term.</p> <p>From this, teachers are expected to add strides to their sequence of learning, based on which activity they are focussing on for that half term. Teachers will liaise with the specialist PE teacher to discuss the areas of the curriculum to be covered for the half term.</p> <p>On weekly plans - the outcomes of the lesson should be clearly highlighted in the left hand column. These can be found in the progression documents previously mentioned above, or Real PE outcomes for the lesson.</p>
<p><b>Learning Environment</b></p>	<p>PE cogs will be displayed in each hall and referred to throughout a lesson. The relevant PE cog poster must be displayed in every classroom as well as the PE Evidence book for each class.</p> <p>The use of pupil voice around the subject “I can statements’.</p> <p>Swimming lessons in Evesham Leisure Centre and on-site temporary pool provides pupils the opportunity to participate in swimming activities and water safety.</p> <p>The use of off site facilities, such as local high and middle schools, allows pupils to become part of organised sports competitions with cluster schools and within our local community.</p>
<p><b>Resources</b></p>	<p>The PE Budget is annually reviewed and updated.</p> <p>A range of equipment is provided for all pupils across the school. This is monitored and checked regularly. The use of the PE funding is used to help provide school with the necessary equipment to support pupils’ physical learning and development.</p>

Pupils should be dressed appropriately for PE and possess both winter and summer PE kit, which remains in school in a named bag on the child's peg.

PE books provide pupils a chance to revisit previous lessons, record their thoughts and feelings and review their next steps.

All classrooms and each setting should have a clear display of the cog for that half term.

During the final term - Pe Planning and Assessment Document and the EYFS profile will be completed for each child in Reception and Nursery.

During the end of each half term teachers will assess each individual's ability from ARE-, ARE and ARE+ based on the cog for that half term. This is then recorded in epiphany. Teachers are to use a variety of forms from pupil voice and discussion, self evaluation as well as their own.

Pupils are observed regularly and after the end of a half term, teachers are to pick one child who they feel has tried hard during their learning to present them a reward.

Staff are encouraged to work collaboratively with SENCO to implement lessons and continue to develop any specific areas, for pupils with SEND

Pupils with SEND they may require additional or specific equipment

# IMPACT

The impact of this curriculum design will lead to outstanding progress over time across key stages relative to a child's individual starting point and their progression of skills and knowledge. Pupils will therefore be expected to leave Bengeworth CE Academy reaching age-related expectations or higher across the curriculum.

## Assessment and Reporting

To continually improve the impact of the curriculum and evaluate pupils' learning to ensure pupils 'know more and remember more', formative and summative assessments are carried out in line with the knowledge and skills progression documents across all subjects.

Formative assessments are conducted regularly using a wide range of [retrieval strategies](#) to check for understanding and monitor pupils' learning throughout lessons which provides teachers and pupils with information about progress and analysis of deliberate retrieval practice.

Summative assessments are conducted to ensure pupils are making progress over time, to assess what pupils have learnt and the depth of that learning. Depth of knowledge is then assessed through end of unit assessments and subject portfolios (books & SeeSaw).

### Subject Specific Assessment

Formative Assessment	Summative Assessment
Brain Dumps Speak Like An Expert Explanation Tasks Questioning Discussions Pupils Self Evaluation after each lesson Monitoring of pupils with SEND	Early Years Foundation Stage ELG Half termly Epiphany Assessments BAD Assessments (Annually) Portfolios e.g. PE Book, Seesaw Swimming Assessments Verbal reports to parents

## Monitoring and review

- This policy will be reviewed annually by the subject leader and the Leadership Team.
- Any changes made to this policy will be communicated to all members of staff.

The scheduled review date for this policy is **September 2025**

**Bengeworth Multi Academy Trust**  
King's Road, Evesham, WR11 3EU  
[office@bengeworth.worcs.sch.uk](mailto:office@bengeworth.worcs.sch.uk)

[www.bengeworthtrust.co.uk](http://www.bengeworthtrust.co.uk)

Company Registration Number: 08943457

UID: 16942

UKPRN: 10060770

# Bengeworth

## Multi Academy Trust

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