

Intent

What are the aims of this subject?	What are the broad areas of knowledge and skills being developed in this subject?
• Develop physical literacy through movement, coordination, and spatial awareness • Build teamwork, communication, and respect through inclusive group activities • Promote emotional resilience, self-regulation, and confidence in physical settings • Encourage healthy lifestyle choices and understanding of fitness and wellbeing • Support personal goal setting, reflection, and celebration of progress • Provide differentiated, accessible activities that engage all learners • Foster leadership, peer mentoring, and positive role modelling • Link physical activity to mental health, self-esteem, and personal growth • Prepare learners for NCFE in Sport qualifications through practical skill-building • Create opportunities for portfolio evidence, showcasing achievement and effort • Inspire interest in sport-related careers and lifelong physical activity • Promote inclusion and equity by ensuring all learners can access and succeed in physical education • Develop transferable life skills such as resilience, leadership, and decision-making through physical activity • Support progression into accredited qualifications and future employment pathways • Embed a culture of celebration, reflection, and personal growth across all physical education experiences	• Physical literacy: movement patterns, coordination, agility, and spatial awareness • Teamwork and communication: collaboration, listening, turn-taking, and peer support • Health and wellbeing: understanding fitness components, mental health links, and lifestyle choices • Technical skills: ball handling, footwork, tactical play, and sport-specific techniques • Emotional resilience: self-regulation, motivation, and coping strategies in physical settings • Leadership and mentoring: warm-up delivery, peer coaching, and group facilitation • Decision-making and strategy: game tactics, positional awareness, and problem-solving • Self-reflection and goal setting: personal challenge planning, progress tracking, and evaluation • Respect and fair play: rule-following, sportsmanship, and inclusive participation • Career awareness: exposure to sport, health, and fitness-related pathways • Portfolio and evidence creation: showcasing achievement through photos, journals, and learner voice • Independence and celebration: ownership of progress, pride in achievement, and peer recognition

Implementation

How is this subject delivered/taught to students?	How is formative and summative assessment used in this subject to improve student's skills and knowledge?
Physical Education is taught through a structured, spiral curriculum that builds progressively from KS3 into KS4, with clear links to NCFE Sport and Health qualifications. Each half term focuses on a core theme (e.g. teamwork, fitness, tactical play), delivered through weekly lessons that follow a consistent format: starter activity, skill development, differentiated tasks, and reflection. Lessons are highly practical, inclusive, and adapted for mixed-ability learners using visual cues, role cards, and learner-led stations. Activities are scaffolded to ensure accessibility and engagement, with learner voice embedded through goal setting, choice, and reflection. Staff use direct instruction, peer coaching, and exploratory learning to build confidence, independence, and collaboration. Assessment is woven into delivery through observation, peer feedback, and practical tasks that generate portfolio evidence. Enrichment, certificates, and showcase events celebrate progress and support transition into accredited qualifications.	Formative assessment is embedded into every lesson to guide learning in real time. Teachers use observation grids, peer feedback, learner self-assessments, and “I can” statements to monitor progress and identify next steps. This allows staff to adapt activities, groupings, and support strategies responsively, ensuring all learners remain engaged and challenged. Learners are encouraged to reflect on their own performance, set goals, and celebrate small wins — building confidence, motivation, and ownership of learning. Summative assessment takes place at the end of each half term through differentiated practical tasks, reflection activities, and portfolio evidence. These tasks are designed to be inclusive and accessible, using “All / Most / Some” outcomes to ensure every learner can demonstrate progress. Summative outcomes inform future planning, track progression across key stages, and support transition into the NCFE in Sport qualification. Together, formative and summative assessment create a responsive, learner-centred approach that improves physical skills, health knowledge, and personal development — while embedding reflection, celebration, and aspiration into every stage of the curriculum.
How is enrichment (e.g. residential, clubs) implemented to enhance the components of this subject?	How are spiritual, moral, social and cultural values developed in this subject?
Enrichment is embedded into our daily structure through a behaviour points system that rewards positive engagement. At the end of each day, students who meet behaviour expectations can choose from a range of enrichment activities — many of which are sport-based. Popular options include football, basketball, gym sessions, and table tennis. These activities reinforce curriculum skills such as teamwork, coordination, tactical thinking, and fitness, while also promoting autonomy, emotional regulation, and peer relationships.	Spiritual development is supported through personal goal setting, self-reflection, and wellbeing activities. Learners build confidence and emotional resilience by overcoming challenges, celebrating progress, and exploring their strengths through movement. Activities such as stretching, breathing, and recovery routines also encourage calm, focus, and self-awareness. Moral development is embedded through respect for rules, fair play, and ethical decision-making in games and competitions. Learners are encouraged to take responsibility for their actions, show honesty in peer feedback, and demonstrate empathy through inclusive

Physical Education

We also run sports competitions and skill-based challenges, which allow learners to apply their abilities in a motivating, structured environment. Annual events such as Sports Day provide further opportunities for participation, celebration, and leadership. In addition, learners take part in physical challenges linked to charitable causes — such as *Children in Need* — helping them build awareness, empathy, and pride in contributing to something bigger than themselves.

Enrichment is not just a reward — it's a purposeful extension of our curriculum that helps learners build physical skills, strengthen relationships, and take pride in their progress through meaningful, real-world experiences.

participation and mentoring. Behaviour reflection and leadership roles further reinforce accountability and integrity.

Social development is fostered through teamwork, communication, and collaboration in group activities. Learners develop leadership and peer mentoring skills, strengthen relationships through partner work, and build trust through shared goals and team identity. The behaviour points system and enrichment rewards promote positive engagement and social responsibility.

Cultural development is enhanced by exposing learners to a variety of sports and physical activities from different cultures and backgrounds. Learners take part in inclusive events such as Sports Day and charity challenges (e.g. Children in Need), which build awareness, pride, and connection to wider communities. Global sporting role models and traditions are explored to broaden horizons and celebrate diversity.

Careers

Physical Education at our school is designed to build transferable skills and expose learners to a wide range of career pathways in sport, health, and physical activity. Through practical experiences, leadership opportunities, and portfolio-based assessment, students develop confidence, communication, and teamwork — all essential for future employment.

Career awareness is embedded across KS3 and KS4 through themed units, enrichment activities, and reflection tasks. Learners explore roles linked to each half-term topic, helping them connect physical skills to real-world opportunities. Examples include:

***Teamwork & Physical Literacy:** PE teacher, youth worker, emergency services, outdoor activity leader

***Ball Skills & Invasion Games:** professional athlete, sports coach, referee, performance analyst

***Fitness & Wellbeing:** personal trainer, wellness coach, mental health support worker, NHS health trainer

***Football & Tactical Play:** football coach, tactical analyst, sports psychologist, scout

***Strength & Conditioning:** gym instructor, rehabilitation specialist, biomechanics expert, athletic trainer

***Personal Challenge & Celebration:** life coach, careers advisor, motivational speaker, inclusion coordinator

Mental Health and Wellbeing

Mental health and wellbeing are central to the delivery of Physical Education at our school. Every unit is designed not only to build physical skills but also to support emotional regulation, confidence, and self-esteem.

Activities are structured to promote resilience, motivation, and a sense of achievement — especially for learners who may have experienced barriers to engagement.

Learners are encouraged to set personal goals, reflect on progress, and celebrate effort, helping them build a positive relationship with physical activity. Fitness and wellbeing units explicitly explore the links between exercise and mental health, including stress reduction, mood improvement, and self-care strategies.

Daily enrichment opportunities — such as gym sessions, football, and table tennis — provide safe, motivating spaces for learners to decompress, connect with peers, and regulate emotions. The behaviour points system reinforces positive choices and gives learners autonomy over how they engage with physical activity.

Staff are responsive to individual needs, using movement-based tasks to support emotional wellbeing, build trust, and foster a sense of belonging. Reflection activities, peer encouragement, and celebration events further strengthen learners' self-worth and confidence — making Physical Education a key contributor to whole-school wellbeing.

British Values

Democracy: Learners make choices about activities, roles, and enrichment options through the behaviour points system

Team decisions, group challenges, and learner-led stations promote shared responsibility and voice

Voting for team captains, sports day events, or challenge formats encourages participation and fairness

Reflection activities allow learners to express opinions and contribute to curriculum development

Rule of Law: Respect for rules is reinforced through structured games, competitions, and coaching roles

Learners understand consequences and accountability through behaviour-linked access to enrichment

Fair play, consistency, and ethical decision-making are embedded in every unit

Staff model and reinforce expectations around safety, respect, and responsibility

Individual Liberty: Learners are encouraged to set personal goals, choose enrichment activities, and reflect on their progress

Physical Education promotes autonomy, self-expression, and confidence through movement

Differentiated tasks and learner-led challenges allow students to explore their strengths and interests

Opportunities to lead warm-ups, mentor peers, or present portfolios support independence and pride

Mutual Respect and Tolerance: Inclusive activities ensure all learners can participate regardless of ability, background, or experience

Teamwork, peer coaching, and celebration events promote empathy, encouragement, and shared success

Learners explore sports and traditions from different cultures, fostering understanding and appreciation

Charity challenges (e.g. Children in Need) build awareness, compassion, and community connection

Impact – Top 5

Learners develop physical literacy and confidence through inclusive, movement-based activities that build coordination, teamwork, and self-esteem.

Students make measurable progress in physical skills, health knowledge, and emotional resilience, supported by differentiated tasks and portfolio-friendly assessment.

All learners are prepared for progression into NCFE Sport qualifications, with clear evidence of achievement, reflection, and personal growth.

Physical Education contributes significantly to whole-school wellbeing, with learners showing improved self-regulation, motivation, and engagement across subjects.

Students gain transferable life skills — including leadership, decision-making, and collaboration — that support future employment, independence, and positive community participation.