



Physical Education at WEPS

Review date: June 2026

At WEPS, our goal is for every child to develop the physical literacy, confidence, and competence needed to lead healthy, active lives. We aim for all pupils to be enthusiastic, curious, and confident about their physical abilities by the end of their primary school journey, equipping them with the skills, knowledge, and motivation to participate in physical activity and sport throughout their lives.

We believe in nurturing the whole child through PE—supporting their physical, cognitive, social, emotional, and personal development. Our curriculum is inclusive and accessible, ensuring that children of all abilities can thrive. Using the **Real PE** and **Complete PE** schemes, we focus on fundamental movement skills, physical fitness, teamwork, leadership, and the application of skills across a broad range of activities.

National Curriculum Aims for PE

Our PE curriculum follows the National Curriculum for Physical Education and aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

By the end of Key Stage 2, pupils should be able to:

- Master fundamental movement skills and apply them in a variety of sports and activities
- Work effectively both independently and as part of a team



- Understand and apply rules, tactics, and strategies in a range of sports
- Evaluate and improve their own and others' performances
- Understand the importance of health, fitness, and physical activity for well-being
- Demonstrate resilience, leadership, cooperation, and respect in physical settings

Whole School Approach

PE is taught in a whole-class setting by class teachers or specialist sports coaches. Lessons are planned using the Real PE and Complete PE schemes, both of which ensure high-quality teaching and progressive development across all key stages. Teachers supplement these schemes with their own expertise and adapt planning to meet the needs of their pupils.

Lessons are engaging, purposeful, and designed to motivate children from the outset. They include clear objectives and are responsive to different learning styles. Pupils with SEND are supported through differentiated tasks, scaffolded activities, and adult support.

Each class participates in at least two timetabled PE sessions per week, covering both indoor and outdoor disciplines. Additional short activity breaks and movement-based learning are embedded across the curriculum to promote regular physical activity.

Assessment

We assess pupil progress through a combination of:

- **Ongoing teacher assessment** against the Real PE and Complete PE progression maps
- **Self and peer assessments** using "I can..." statements related to key physical skills
- **End-of-unit evaluations** to track individual progress in key areas such as agility, balance, coordination, and sport-specific application
- **Video or photo evidence** of skill execution where appropriate



Teachers aim to assess each of the key domains (physical, cognitive, social, emotional, creative and health & fitness) at least twice per year to build a comprehensive understanding of each child's development.

Curriculum Structure

PE units are carefully sequenced to ensure progression in skill, knowledge, and understanding. Lessons incorporate:

- **Fundamental movement skills** (agility, balance, coordination)
- **Skill application** in games, dance, gymnastics, athletics, swimming and OAA (Outdoor and Adventurous Activities)
- **Cognitive and personal development** (resilience, creativity, decision-making, leadership)
- **Health and fitness knowledge** (warm-ups, cool-downs, heart rate, healthy habits)

Teachers use planning and assessment tools provided in both schemes to map out the PE journey for their class. Units are progressive, revisiting and building upon previously taught content.

Each lesson includes:

- Clear learning objectives
- Warm-ups and skill-focused activities
- Progressive challenges with different levels of stretch and support
- Time for reflection, peer feedback, and self-assessment
- Opportunities to apply skills in structured games or performances
- Cross-curricular links (e.g. to science, PSHE or geography) are made where relevant.

Learning Environment

PE displays in classrooms and communal areas will:

- Showcase core vocabulary (e.g. agility, balance, tactics, teamwork) with visuals
- Highlight the focus area or skill of the term
- Celebrate pupil achievements and progression
- Include seasonal challenges or "move more" targets



PE Journals/Reflections

Where appropriate, especially in KS2, children may reflect on their learning in journals or floor books. These reflections can include:

- Goal setting
- Peer feedback
- Healthy habit logs
- Drawings or annotations of movements or strategies
- Photographs or diagrams of team formations or gymnastics sequences

Progression and Challenge

The Real PE “cogs” model ensures development across six key areas: personal, social, cognitive, creative, physical and health & fitness. Lessons are differentiated with three levels of challenge so all pupils can access learning and be appropriately stretched.

Units are structured around a six-week progression model, much like language blocks, where pupils build from foundation movements to more advanced applications over time—akin to assembling ‘movement Lego’.

Summary

At WEPS, PE is a valued and vital part of our curriculum. Using Real PE and Complete PE ensures every child has a rich, inclusive, and challenging PE experience. Through this, we aim to develop physically confident children who value physical activity and understand how it contributes to their overall well-being.