

Insert Logo

## Physical Education – Intent, Implementation & Impact Template

### Intent

At **[School Name]**, we believe that Physical Education, delivered in a safe and inclusive environment, is essential to children’s physical, emotional and social development. Our curriculum is designed to inspire all children to enjoy, succeed and participate in PE. It supports their well-being, promotes lifelong healthy habits, and develops fundamental movement skills applicable across a range of sports and physical contexts.

Through PE, we aim to foster resilience, teamwork, cooperation and communication skills, while also teaching values such as fairness, equity, respect, and sportsmanship. All children are encouraged to develop confidence, strive for personal excellence and celebrate both effort and achievement. PE also equips pupils with life skills, including water safety and the ability to swim competently.

Our aim is that children leave our school with the confidence, knowledge and skills to lead active, healthy lives and to enjoy sport and physical activity in a wide range of contexts.

**[Insert school-specific priorities or ethos statement here]**

### Implementation

We provide a broad and balanced PE curriculum that includes a range of activities such as **[insert key activity areas]**. PE is taught through **[insert number of lessons]** per week, covering both indoor and outdoor disciplines. We follow a structured scheme of work **[e.g. The PE Hub / our bespoke progressive planning]**, which builds knowledge and skills progressively from EYFS to Year 6.

In EYFS, physical development is supported through targeted provision and a discrete PE lesson that focuses on fundamental skills such as balance, coordination, and movement. In KS1, children build on these foundations and begin to engage in structured games and explore basic tactics. In KS2, children refine and apply their skills in more complex and competitive contexts and develop their ability to evaluate performance and set goals.

Swimming lessons are delivered in Year **[insert year group(s)]**, where children are taught to swim competently and confidently over at least 25 metres, use a range of strokes effectively, and perform safe self-rescue in water-based situations.

PE is fully inclusive and adapted where necessary to ensure every child can access and succeed. Activities are differentiated to support and challenge all learners. Assessment is ongoing and supports teachers in planning and tracking progress, using tools such as **[The PE Hub assessment and reporting tool/process]**.

Enrichment opportunities include extra-curricular clubs, inter- and intra-school competitions, and enrichment experiences such as taster sessions in alternative activities. Leadership roles such as **[insert example, e.g. Sports Leaders or Playground Pals]** give children responsibility and ownership. Daily initiatives like the **[Insert activity, e.g. Daily Mile]** help to increase overall activity levels across the school.

## Impact

At **[School Name]**, we assess impact through pupil progress, engagement, and wider personal development. Teachers use formative and summative assessment to track skills, knowledge, and effort, supported by **[The PE Hub assessment and reporting tool or tracker tool]**. At the end of each unit, children are judged as working towards, meeting, or exceeding age-related expectations. Pupil voice is gathered **[insert how, e.g., surveys]** to ensure inclusive and enjoyable lessons. We expect pupils to reflect on their progress, show resilience and take pride in personal achievements. Participation in extracurricular clubs and events is tracked, with a focus on engaging less active pupils and those with SEND or from disadvantaged backgrounds. PE also supports teamwork, communication, and leadership, underpinned by values such as **[insert values]**, which are promoted in lessons, clubs and competitions. We celebrate pupil success through **[e.g. noticeboards, newsletters, assemblies]**, helping to build a positive culture of physical activity. Our children leave school prepared to stay active, healthy, and confident in their physical abilities.