# How we teach Physical Education at Tudor School

TUDOR PRIMARY SCHOOL

Summer 2026

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***"Physical Education is for every youngster – to help them learn about themselves, learn about their bodies, learn ways to become physically active..."*** – George Graham

***"Intelligence and skill can only function at the peak of their capacity when the body is healthy and strong"*** – John F. Kennedy

***"Physical education teaches students how to move, how to cooperate, and how to challenge themselves.""*** – J. F. Williams







**What do the children of Tudor Primary say about their Physical Education experiences?**

*"PE is one of my favourites because it feels really good when I can do something new"*
**(Year 1 pupil)**

*"I love trying out all of the equipment in PE. We are always given new things to learn and use and it makes lessons so exciting!"*
**(Year 3 pupil)**

*"Having a swimming pool at school is so cool. Before, I couldn't swim, but after only a couple of days I was doing it without any help. I loved coming to school on swimming days!"*
**(Year 4 pupil)**

*"I really enjoy PE because it helps me improve my fitness levels so much. The things I learn in lessons I can use in my sports outside of school too!"*
**(Year 5 Pupil)**

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**What do those involved with PE and Sport say about our Physical Education provision?**

*"Tudor's Platinum School Games Status, after 5 years at Gold level, reflects just how far we have come as a school. Our ever-growing PE curriculum continues to challenge pupils both physically and mentally, and is hugely supported by an outstanding extra-curricular programme both before and after school."*
**(Mr Higgins - Sports Lead)**

*"Investment in specialist staff, resourcing and enabling such a diverse curriculum to be available without restriction to the whole school community is a fantastic achievement"*
**(Dan Jones –Governor)**

***"****I really enjoy delivering afterschool clubs at Tudor Primary School. The children are always positive, well-behaved, and fully engaged in every session. It's great to see their confidence, teamwork and smiles grow each week while they stay active, have fun and support one another."*
**(Danielle Hibbert – Ladies Be Fit – Afterschool Activities External Provider)**

***Together we create a happy and caring community where all our children love to learn and want to achieve.***

## Introduction

At Tudor, we are dedicated to delivering memorable and meaningful learning experiences through the transformative power of sport and physical activity. Through this commitment, pupils are inspired to develop a lifelong enthusiasm for learning while building confidence, resilience and competence in a wide range of physical skills throughout their school journey. Beyond demonstrating these skills within physical education, children are encouraged to recognise how they can be applied across a variety of contexts, both on and beyond the sporting field.

This document outlines the wide range of opportunities Tudor Primary provides through its Physical Education curriculum, which includes two hours of timetabled PE each week, with one session delivered or supported by a specialist Sports Coach, in line with National Curriculum expectations and Government guidance. It also highlights how physical education is enriched across the wider school experience through an extensive extra-curricular programme, active breaktimes, and participation in both intra-school and inter-school competitions, ensuring all pupils have the opportunity to develop physically, socially and personally through sport.

## The power of sport

Sport has long served as a powerful force for uniting diverse communities, whether on the world stage or in local parks and playgrounds. At Tudor, this principle is embedded at the heart of our physical education provision, where sport creates meaningful opportunities for connection and collaboration between pupils across classes, year groups, key stages, local schools and wider districts.

Through high-quality PE lessons, an extensive programme of after-school clubs, and regular participation in inter-school competition, pupils are given continual opportunities to develop not only their physical abilities but also the character values that underpin lifelong success, including fairness, respect, teamwork and determination.

In recent years, the continued growth and development of sport at Tudor has empowered children to achieve remarkable success, enabling many to represent both themselves and their community at levels they may once never have imagined possible.

## Aims

In line with the National Curriculum, we intend for all children to achieve the following statements as they progress through their learning journey at Tudor:

- develop competence to excel in a broad range of physical activities
- children are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

## Teaching of PE in EYFS

In Tudor's Early Years Foundation Stage, Physical Education is delivered through a carefully considered and ambitious approach that combines purposeful, child-initiated gross motor play with high-quality, structured weekly PE sessions. The gross-motor skills area of the EYFS Skills document (shown below) underpins this provision by clearly identifying the fundamental movement skills children must develop in order to establish secure foundations for lifelong physical development, participation and future sporting success. These essential skills are embedded consistently throughout the learning environment and daily play opportunities, enabling children to explore, practise and refine their abilities within meaningful, engaging and developmentally appropriate contexts.

Through rigorous day-to-day observation and assessment, staff identify areas where individual pupils or cohorts may require additional support or challenge. This responsive approach allows carefully targeted sequences of learning to be designed and implemented, ensuring provision is precisely matched to the needs of children. As a result, all pupils are supported to develop physically, socially and emotionally, while fostering resilience, confidence and independence.

| Behaviour | Body movement | Climbing | Balance and co-ordination |
|---|---|---|---|
| *Emerging skill* | -throw a ball<br>-roll a ball<br>-begin to catch a ball<br>-jump on and off a step | -begin to climb up steps, or apparatus, using alternate feet | -ride a scooter or a tricycle with some assistance<br>-make attempts to skip and hop<br>-begin to stand on one leg<br>-can copy sequence and patterns of movements relating to music and rhythm |
| *Developing skill* | -throw a ball with increasing accuracy<br>-roll a ball with increasing accuracy<br>-catch a ball with increasing accuracy<br>-jump across stepping stones<br>-collaborate with others to manage moving large items such as planks safely<br>-wave flags or streamers with greater control | -crawl with increasing control and confidence<br>-climb on apparatus with increasing control and confidence<br>-climb up steps using alternate feet with increasing accuracy and confidence | -able to use and remember sequences and patterns of movements relating to music and rhythm<br>-begin to hit a ball with a bat<br>-ride a scooter or a tricycle with increasing control<br>-skip with increasing control<br>-hop with increasing control<br>-stand on one leg for a longer period |
| *Extended skill* | -roll with control, confidence and precision<br>-walk for longer periods and aware of space<br>-jump on 2 feet with control, confidence and for longer periods<br>-jump and turn 180<br>-begin to jump with a rope<br>-can run avoiding obstacles, with greater control, adjust and stop speed<br>-confidently throw a ball with accuracy to another person<br>-confidently catch a ball from another person<br>-can queue in a line being aware of others' space<br>-experiments and chooses ways to move through and travelling on apparatus | -crawl with control, confidence and precision<br>-climb on apparatus with control, confidence and precision<br>-confidently climbs up steps using alternative feet | -hop with greater balance, control and for longer periods<br>-skip with greater balance, coordination and for longer periods<br>-confidently ride a scooter<br>-confidently ride a tricycle<br>-make up own simple dance routine or sequence<br>-hit a ball with a bat with greater accuracy |

*Gross Motor Skills section of the Progression of Skills Document in Early Years*

In Nursery, the focus is centred on developing children's 'emerging' gross motor control through a wide range of purposeful and engaging activities. As the year progresses into the Summer Term, increasing emphasis is placed upon preparing children for a successful transition into Reception by developing the key physical skills needed to access the next stage of learning, particularly the 'developing' and 'extending' statements above. Within Play and Learn sessions, activities are strategically planned to strengthen these emerging competencies, while ongoing assessment enables staff to identify areas requiring further development. These needs are then addressed through targeted whole-class PE sessions delivered weekly.

In Reception, autumn term PE provision prioritises the development of communication and language alongside physical development. Children learn how to work collaboratively in small games, listen attentively and respond effectively to instructions, establishing the behaviours and routines necessary for successful participation in physical activity.



*Bikes and helmets ready for an EYFS Balancebility PE lesson*

In the Spring Term, Reception children participate in the Balanceability programme, where they develop the core skills required to ride a pedal-less bicycle safely, confidently and independently. Classes are divided into groups of fifteen, enabling focused teaching and high levels of engagement. While one group accesses Balanceability sessions with the school's Sports Lead, the second group participates in bespoke PE lessons with class teachers, specifically designed to address identified gross motor development needs. Groups then switch so that all children have access to both areas of the teaching. During 2026, targeted provision with class teachers focused particularly on the development of rolling, throwing, catching and aiming skills. The knowledge and skills taught within these sessions directly inform continuous provision planning, with carefully designed child-initiated activities providing opportunities for children to apply and consolidate new learning with increasing independence and confidence.

By the Summer Term, the emphasis shifts towards applying securely embedded skills within collaborative group activities and simple team-based games. This enables children to demonstrate increasing confidence, coordination and independence in physical activity, while preparing them effectively for Sports Day and supporting a smooth and successful transition into Key Stage 1 PE.



*EYFS Pupil using the balance bikes during a play and learn session*

The PE Lead works in close partnership with class teachers to ensure that EYFS equipment is continually reviewed, updated and maintained to an exceptionally high standard. This investment enables children to access high-quality resources that support the development, refinement and independent application of new physical skills. Throughout the 2025–2026 academic year, children in EYFS benefited from significant enhancements to provision, including new balance bicycles, specialist balls designed to support rolling and throwing development, and a wide range of other supporting resources to enrich PE learning experiences.

Following staff observations identifying a need for greater upper-body gross motor development opportunities, a new bungee rope climbing frame was installed alongside the recently added 'Tudor Trail' activity play-frame. Together, these installations have had a significant impact on children's physical development, improving strength, coordination, balance and confidence. The increased challenge and engagement have also enhanced children's willingness to take risks, persevere and build resilience through physical activity.



*Tudor Trail Activity Frame on the EYFS Playground*

## Teaching of PE in KS1

| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| Year 1 | **Games** *A, B, C's (agility, balance and coordination)* | **Games** *Changing direction* | **Games** *Throwing and rolling* | **Gymnastics** *Simple balance shapes* | **Games** *Travelling with a ball* | **Dance** Timing and rhythm | **Games** *Catching and stopping a ball* | **Dance** *Linking basic actions* | **Athletics** *Running, jumping and throwing* | **Balanceability** | **Games** Introduction to striking | **Balanceability** |
| Year 2 | **Games** *Fundamental Movements* | **Games** *Throwing for accuracy and distance* | ***Games*** *Ball striking skills* | **Gymnastics** *Supported tumbling skills* | ***Games*** *Basic teamwork* | **Dance** *Exploring the 8-count* | **Athletics** *Running, jumping and throwing* | **Dance** *Creating a short motif (with a stimulus)* | **Games** *Receiving a ball* | **Gymnastics** *Travelling at increased height* | **Scooting** | **Gymnastics** *Jumping styles (and landing safely)* |

*KS1 Physical Education curriculum for 2025-2026*

In Key Stage 1, physical education builds upon the foundations established in EYFS, further developing pupils' physical literacy through the refinement of fundamental movement skills; largely running, throwing, kicking and jumping. Children begin to demonstrate, describe and apply these movements across a range of contexts including games, gymnastics, dance and athletics. While lessons become increasingly structured and skill-focused, enjoyment and engagement remain central, helping pupils develop a genuine enthusiasm for physical activity and the foundations for leading healthy, active lives.



*Year 1 pupils practicing coordination and spatial-awareness skills with a ball*

A significant focus within KS1 is the development of the ABCs of movement — agility, balance and coordination. Strengthening these core competencies enables children to participate confidently and safely in physical activity both within and beyond PE lessons. This holistic approach supports pupils in developing the confidence, competence and physical awareness needed to foster a lifelong appreciation of movement and exercise.

The PE curriculum is carefully sequenced to ensure clear progression across Key Stage 1. In Year 1, pupils develop basic movement patterns and essential physical skills, which are then consolidated and extended in Year 2 through increased challenge and greater precision. For example, Year 2's unit focusing on receiving a ball builds directly upon Year 1's work relating to catching and stopping a ball. Pupils are also introduced to increasingly specific subject vocabulary such as grip and side-foot, supporting both performance and understanding of technique.

Balanceability is another key feature of the KS1 curriculum, as seen in the summer term above, reflecting the school's strong commitment to cycling proficiency and active travel.



*Year 2 pupils using Tudor's new Scooter Skills equipment*

Building on experiences introduced in EYFS, Year 1 pupils further refine Balanceability's 20 objectives to strengthen confidence, balance and control before applying these skills within scooter-based activities in Year 2. Alongside Balanceability, children are introduced to a wider range of other sporting equipment designed to develop adaptability and coordination. For example, using a rugby ball rather than a standard spherical ball challenges hand-eye coordination and control, providing an effective stepping stone towards the more advanced physical demands of Lower Key Stage 2. This carefully planned progression supports Tudor's wider vision of equipping pupils with the transferable skills, confidence and physical foundations needed to cycle safely, embrace active lifestyles and succeed across a broad range of sporting contexts as they progress through the school.

## Teaching of PE in LKS2

| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| Year 3 | **Games** *Dribbling* | **Games** *Passing* | **Games** *Bowling and fielding* | **Games** *Creating and using areas of space* | **Games** *Aim of the game in a variety of sports* | **Dance** *Exploring key dance vocabulary* | **Outdoor and Adventurous activities** | **Gymnastics** *Rolls* | **Games** *Striking for accuracy and distance* | **Swimming** | **Athletics** *Developing good technique in running, jumping and throwing* | **Gymnastics** *Complex balance shapes (yoga poses)* |
| Year 4 | **Games** *Tackling to earn possession* | **Games** Marking (as a defender) | **Outdoor and Adventurous activities** | **Gymnastics** *Vaulting* | **Athletics** *Developing good technique in running, jumping and throwing* | **Dance** *recognising basic actions from a given dance style* | **Gymnastics** *Tumbling* | **Games** Basic tennis returns | **Games** Striking in rounders | **Swimming** | **Games** *Fielding skills (recap from Year 3)* | **Dance** *Evaluating short routines (self and peer)* |

*LKS2 Physical Education curriculum for 2025-2026*



*Year 3 pupils participating in their Striking for Accuracy and Distance topic*

Physical Education in Years 3 and 4 develops pupils' physical skills and knowledge further by introducing increasingly sport-specific skills, and helping children understand when and how to apply them effectively within different activities. While the Lower Key Stage 2 curriculum remains firmly skills-based, rather than sports-based, pupils are exposed to a broad range of movement patterns and tactical concepts across a variety of sporting contexts. This approach enables Tudor to deliver a richer and more diverse PE curriculum, where learning is not limited to a single sport but instead focuses on the development of transferable skills that can be applied confidently across multiple activities. As a result, children are able to refine techniques to a higher standard whilst also deepening their understanding of how these skills influence performance in different situations. For example, the Year 3 'Bowling and Fielding' unit develops key skills such as catching, bowling, throwing and using long and short barriers, which can then be applied in a range of activities: rapid fire cricket, kwik cricket, rounders, and longball, for example.

Pupils continue to develop their skills and understanding across games, athletics, dance and gymnastics, whilst also being introduced to Outdoor and Adventurous Activities (OAA). Through OAA, children are encouraged to develop teamwork, communication and problem-solving skills within a range of practical and engaging challenges. In Year 3, pupils begin learning how to collaborate effectively with peers to solve problems and are introduced to the use of basic maps and simple navigation skills. This learning is then developed further in Year 4, where children take on more defined roles and responsibilities within a team and deepen their understanding of map reading through the introduction of map symbols and more detailed navigational concepts. This carefully sequenced progression supports both personal development and the growth of important transferable skills beyond physical performance alone.

Tudor has worked in partnership with Mobile Pools UK in recent years to provide an on-site swimming pool for Lower Key Stage 2 pupils. Installed on the school grounds for approximately four weeks each year, this provision significantly increases pupils' time in the water by removing the need to travel to external facilities. The school's Sports Lead works closely with Mobile Pools' experienced swimming instructors to deliver an intensive programme of daily lessons for Years 3 and 4. Pupils receive one hour of swimming instruction each day over a two-week period, equating to 10 hours of provision per year group each year, and 20 hours across the whole key stage. Currently, Year 4 pupils swim during weeks one and three, whilst Year 3 pupils attend during weeks two and four. Children are assessed against key national curriculum outcomes, including their ability to swim 25 metres confidently, use a range of swimming strokes effectively, and demonstrate safe self-rescue skills in and around water. This carefully planned provision reflects Tudor's commitment to developing confident, competent and safe swimmers.



*On-site swimming pool through Tudor's partnership with Mobile Pools*

## Teaching of PE in UKS2

| | Autumn 1 | | Autumn 2 | | Spring 1 | | Spring 2 | | Summer 1 | | Summer 2 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 | Unit 7 | Unit 8 | Unit 9 | Unit 10 | Unit 11 | Unit 12 |
| Year 5 | Games *Applying rules of the game (team sports)* | **Dance** *Dance through the decades* | **Games** *Applying rules of the game (striking and fielding)* | **Games** Shooting in a variety of sports | **Games** *Tactics to maintain possession* | **Gymnastics** *Unison and Canon* | **Outdoor and Adventurous Activities** | **Dance** *Exploring cultural dances* | **Athletics** *Target setting in running, jumping and throwing* | **Gymnastics** Parkour skills | **Games** *Advanced shots in net and wall sports* | **Gymnastics** *Creating sequences with music* |
| Year 6 | **Games** *Individual attacking techniques* | **Games** *Attacking as a team* | **Games** *Individual defending techniques* | **Games** Defending as a team | **Games** Gaelic Football (new sport) | **Gymnastics** Creating a complex sequence | **Outdoor and Adventurous Activities** | **Games** *Roles of the batter/bowler, fielders and wicket-keepers* | **Athletics** *Target setting in running, jumping and throwing* | **Dance** *Incorporating dramatic expression* | **Games** *Fitness and Stamina* | **Skiing** **Games** *Understanding roles and positions in team sports* |

*UKS2 Physical Education curriculum for 2025-2026*

Physical Education in Upper Key Stage 2 represents the culmination of a pupil's physical literacy journey at Tudor. By this stage, children are expected to confidently demonstrate, apply and evaluate a wide range of increasingly complex skills across a variety of sporting contexts. While the curriculum remains skills-based, pupils are challenged to transfer and adapt these skills within different sports and competitive scenarios. Children are encouraged not only to perform techniques effectively, but also to explain why particular techniques, tactics or decisions are most appropriate within specific situations. To ensure clear progression from Lower Key Stage 2, pupils regularly apply their skills under pressure, within match situations and through increasingly demanding physical and tactical challenges.

Outdoor and Adventurous Activities (OAA) continue to play an important role within the curriculum, further developing teamwork, resilience and leadership. Activities may include timed challenges, strategic problem-solving tasks and opportunities for pupils to evaluate their own strengths and contributions within a team. Through these experiences, children begin to develop a stronger sense of character, understanding how their individual qualities can positively influence and support others.

In Year 5, there is a strong focus on pupils' understanding of rules, tactics and officiating across a range of sports. Building upon knowledge developed earlier in the school, children learn to apply rules confidently within competitive situations and begin officiating games independently, further promoting Tudor's sporting values of honesty, fairness and respect. Pupils also begin measuring and evaluating their own performance more accurately, for example, by recording distances in athletics or setting personal targets. In gymnastics, children apply previously learned skills such as rolls and balances to choreograph and perform their own routines, developing creativity alongside values such as determination, courage and attentiveness.



*Year 6 pupils preparing for a skiing lesson at the Hemel Hempstead Snow Centre*

In Year 6, leadership becomes a central feature of the PE curriculum. Pupils take responsibility for organising and managing activities, applying these skills in meaningful real-life contexts such as leading Sports Day events and supporting intra-school competitions for EYFS pupils. Alongside recording scores and officiating activities, Year 6 pupils use their knowledge and experience to support and encourage younger children. As part of Tudor's commitment to providing unique and aspirational opportunities, Year 6 pupils also participate in a skiing unit with our neighbours at The Snow Centre — an experience rarely offered within other state primary school PE provision and therefore one we are incredibly proud of.

Year 6 PE provision is further enhanced through the annual residential experience, providing pupils with high-quality outdoor and adventurous activity opportunities beyond the school environment. In recent years, pupils have attended PGL Torquay, and from Autumn 2026 this will transition to JCA Condover Hall. Across these residential trips, children engage in a wide range of physically demanding and team-based activities such as rifle shooting, raft building, abseiling, zip lining and fencing, developing resilience, teamwork and confidence in real-world adventurous settings.



*Year 6 pupils participating in a raft building exercise at PGL Torquay*

## Assessment of Physical Education

Assessment in Physical Education is carefully structured to ensure teachers have a clear understanding of pupils' progress and development throughout each unit of learning. Feedback sheets are used to monitor responses to lesson objectives, enabling teachers to identify whether children have achieved or mastered the intended skill focus. Where pupils are still working towards an objective, teachers can record adaptations and next steps to ensure all children are given every opportunity to succeed and continue progressing. This information provides a clear summative overview of each child's attainment within a PE unit, with all data recorded and stored on Sonar. Sonar is updated through informed formative assessments from both class teachers and the Sports Lead, ensuring data remains accurate, consistent and reflective of pupils' overall physical education ability.

Class teachers are also encouraged to use targeted questioning within lessons to assess pupils' understanding alongside their physical performance. This strengthens Tudor's skills-based curriculum by helping children understand how and why particular skills can be applied effectively across a wide range of sporting contexts, rather than within one isolated sport alone.

At the end of each half term, assessment information across all key stages is reviewed by the PE Subject Lead to inform future curriculum planning and progression. This supports informed decisions regarding whether classes are ready to move onto new topics or whether key areas require further consolidation. Previous assessments also help teachers identify pupils who may require additional support or further challenge within upcoming units.

Years 3 and 4 swimming attainment is assessed by Mobile Pools UK's experienced swimming instructors, with Tudor's Sports Lead maintaining regular professional discussions and observations to ensure assessments remain accurate and reliable. Initial assessments are completed at the beginning of the swimming programme to tailor teaching to pupils' needs and starting points, before final assessments evaluate progress against key national curriculum outcomes, including swimming 25 metres confidently, using a range of strokes effectively, and performing safe self-rescue in and around water.

## Inclusion and equal opportunities

At Tudor we endeavour to ensure every child, no matter what their individual needs or barriers to learning are, has equal access to learning and the same opportunities to achieve. The curriculum is designed to be ambitious and meet the needs of all pupils. In Physical Education we ensure that children with additional needs are supported, and lessons are adapted to overcome possible barriers to learning in a variety of ways, including:

- Using multi-sensory approaches to teaching and learning, including the use of information and communications technology (ICT)
- Use of visual aids e.g., whiteboards, photographs, videos etc.
- Pre-teaching
- Over learning
- Additional adult support
- A variety of resources and materials accessible to all, especially those that support individual physical needs – adapted equipment and games for example (slow speed tennis ball, soft-grip batting equipment, extra large footballs, etc)
- Use of learning partners
- Tasks and activities being simplified/adjusted as required
- PE Subject Lead attending SEND sport training courses (Disability Tennis for example)
- Attending appropriate level inter-school competition and SEND-specific tournaments

## Resources

Investment in PE equipment has long been a significant strength of Tudor's provision, strongly supported through the School Sports Premium and Friends of Tudor committee. A wide range of high-quality resources ensures pupils can engage in an extensive variety of sporting contexts and physical activities. Staff are encouraged to utilise both the indoor PE cupboard and outdoor sports container when planning lessons, enabling learning environments to be carefully tailored to maximise participation, challenge and skill development.



*Pupils enjoying Tudor's new archery and archery tag equipment*



*Active breaktimes and lunchtimes at Tudor*

Where possible, Tudor has sufficient provision for pupils to access their own equipment individually or within small groups. This maximises activity levels and significantly increases opportunities for repetition and skill refinement, allowing children to make stronger progress within lessons. Beyond curriculum PE, equipment is also used to promote active and purposeful play during breaktimes, where pupils can independently apply and rehearse skills learned within lessons under the supervision of Midday Supervisors and the PE Subject Lead.

PE is further strengthened through the excellent use of facilities across the school site, including the school hall (typically used for dance and gymnastics), the playground with recently enhanced line markings, the field with regularly updated pitch markings, and the Tudor Towers climbing area, which continually challenges pupils' gross motor skills, creativity and physical confidence. The EYFS playground area replicates this hive of activity, with its own smaller activity trail recently installed, balance bicycles, scooters and tricycles available at ever opportunity, and a wide range of equipment to engage children's sporting interests.



*Tudor Towers activity area*



*New scooters ready for a KS1 PE lesson*

Maintaining a safe and high-quality learning environment remains a priority. All equipment is routinely checked by the PE Subject Lead, with damaged resources replaced promptly where required, and a detailed inventory maintained. In addition, the school site is regularly risk assessed by both the Site Manager and PE Subject Lead to ensure all PE spaces remain safe, secure and suitable for high-quality physical activity.

## Further opportunities

Tudor's PE provision is further enriched through a wide range of additional opportunities, including after-school sport, breakfast club activities, intra-school competition, inter-school fixtures and enrichment experiences delivered by external providers.

Each term, the after-school programme is refreshed to ensure variety and engagement, with at least two sports offered per year group each week. Clubs are delivered by a combination of internal staff and external coaches and are strongly informed by pupil voice, with popular examples including Archery Tag and Scooter Skills. External providers currently include Watford FC, Culture Wood (forest school provision) and Ladies Be Fit (female-targeted sport), helping to broaden pupils' sporting experiences beyond the curriculum.



*KS1 children participating in Woodland after-school club*



*UKS2 pupils participating in an after-school Archery Tag session*

Over the past five years, Tudor is proud to have ensured every pupil represents the school in at least one inter-school competition annually. As pupils' physical and technical skills continue to develop, the school has achieved sustained success across a range of events, including Year 5/6 football tournament winners at the 2026 Dacorum district competition, Year 1 Multiskills champions, Year 3 Target Games winners, and KS2 dance squads achieving both Bronze and Silver medals in recent years.



*Year 5/6 Boys Football Team crowned District Tournament Champions*



*KS2 Dacorum Dance Squad earned 2nd place at the 2025 event*



*Year 5/6 Girls Football Team during their district football tournament*

Tudor's Sports Lead also actively develops enrichment opportunities through high-quality external engagement. The school has welcomed a great number of GB athletes in recent years, including Liam Jury (gymnastics), Sam Walker (table tennis), Steve Frew (gymnastics), Luke Delahunty (Invictus Games), Mike Mullen (BMX), Chris Tawiah (basketball) and Nerys Pearce (Warrior and Invictus Games), providing pupils with inspirational first-hand experiences of elite sport. Additional recent opportunities have included Glow in the Dark Dodgeball with Premier Education, Multi-Sports sessions with Bennetts End Adventure Playground, and an Olympic diving talent initiative in partnership with Active Luton, further enhancing pupils' engagement, aspiration and enjoyment of physical activity.



*Liam Jury visited Tudor in 2025 and shared his medal successes*



*Chris Tawiah leading a positive mind-set assembly*



*Glow in the Dark Dodgeball event*

## Evidencing the impact

As a result of Tudor's strong PE curriculum and confident, knowledgeable staff, pupils are consistently immersed in positive and purposeful physical learning experiences. Children develop a clear understanding of how to participate safely across a wide range of sports and activities by applying rules appropriately and using effective techniques to achieve success.



Through regular teaching feedback from the Sports Lead, alongside the introduction of new initiatives and teaching strategies, pupils continue to demonstrate a strong understanding of lesson objectives and how skills can be transferred across a variety of sporting contexts. Particularly within KS2, children are able to evaluate their own performance thoughtfully and provide constructive feedback to their peers with increasing confidence and maturity. This reflects the depth and breadth of Tudor's skills-based PE curriculum and the strong culture of reflective learning embedded within lessons.



End-of-term assessment data recorded on Sonar consistently demonstrates clear progression in pupils' skill proficiency as they advance through their physical education journey at Tudor.

Tudor's sporting provision has also been recognised externally through five consecutive years of achieving the Gold School Games Award for engagement within the School Games initiative. This award reflects the school's ongoing commitment to providing all pupils with extensive opportunities to participate in both intra- and inter-school competition and physical activity. As a result of this sustained success, Tudor now has Platinum level School Games status — an accolade awarded to only a very small number of schools within the Dacorum district. This recognition further highlights the strength of Tudor's PE provision, with the school's practice regularly commended by the Dacorum School Sports Network and used to support provision within other local schools.

