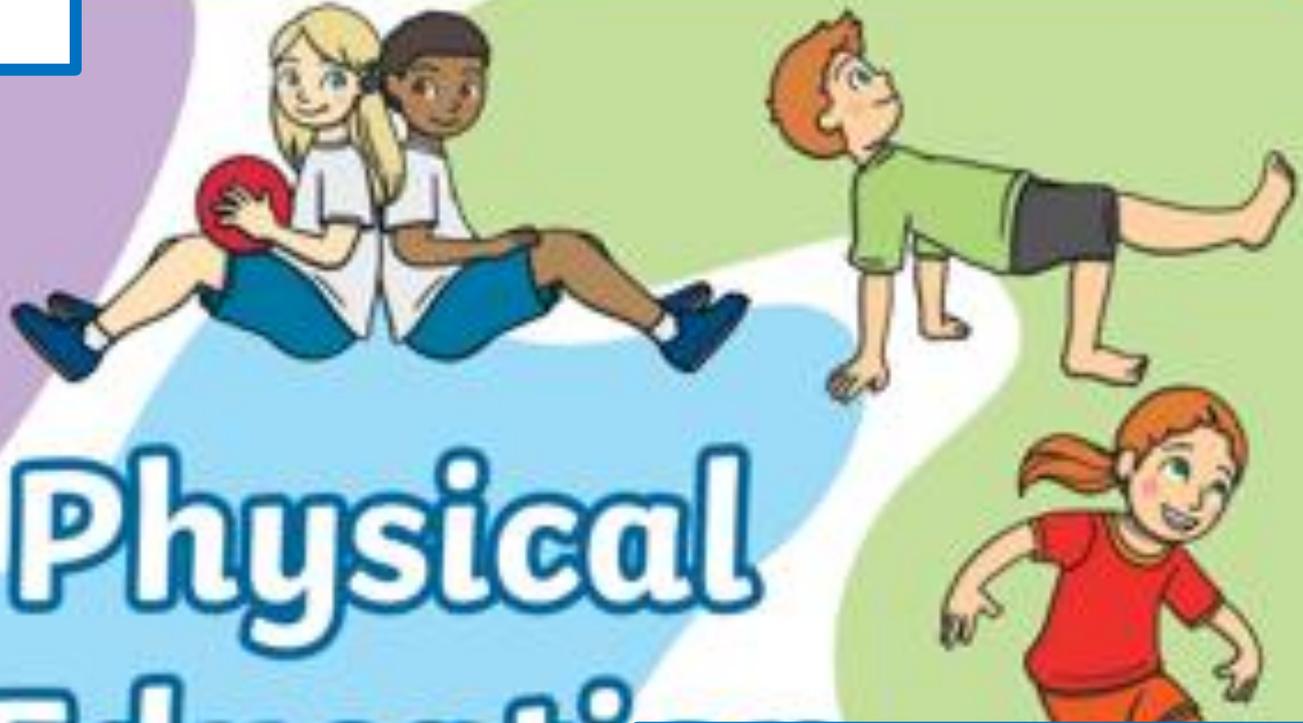


Physical Education



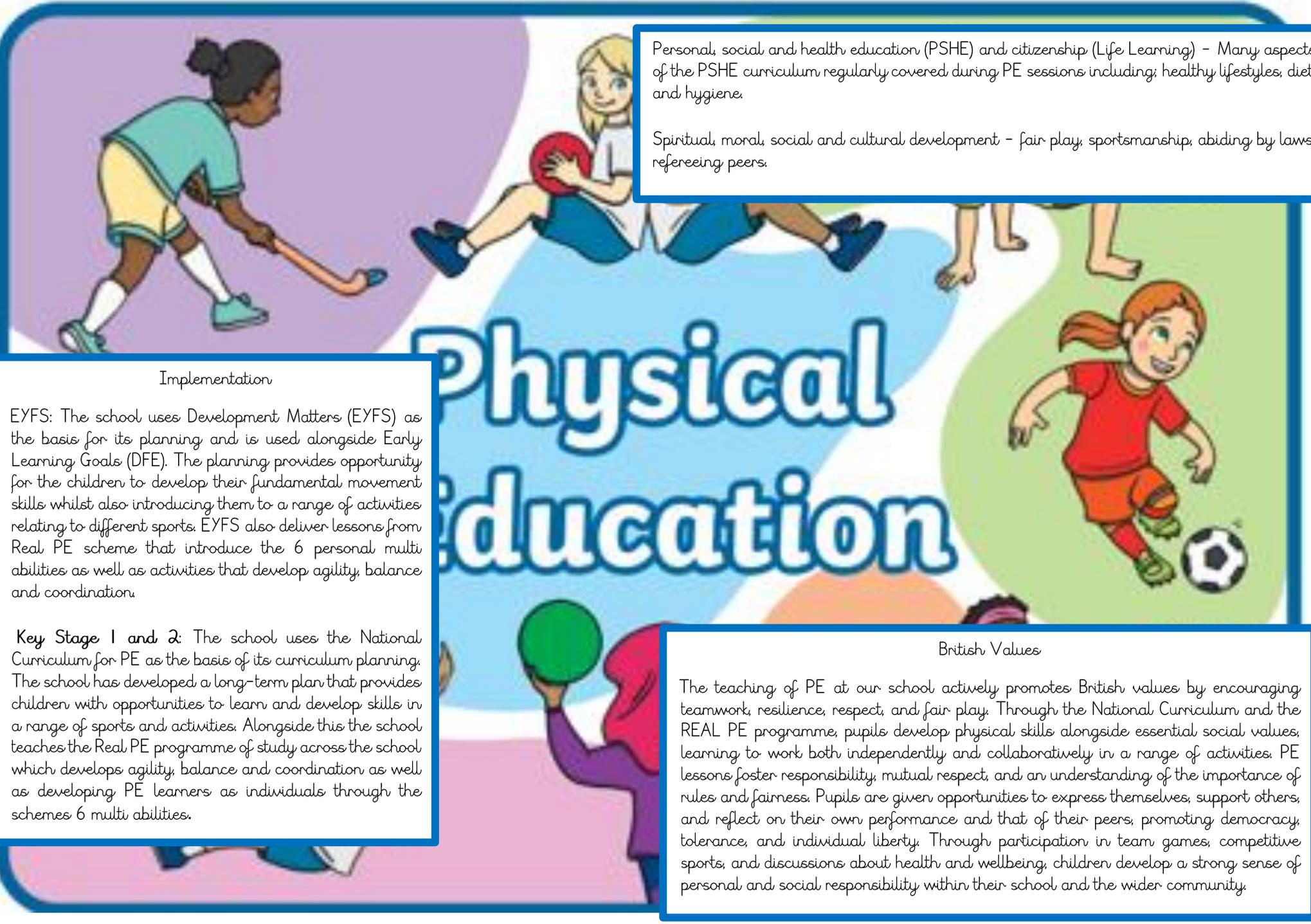
Our curriculum Champions have been created to inspire and motivate the children to find out more and be interested in Physical Education. The champion for Physical Education is Teamwork Thando and she is seen around school on displays and in curriculum assemblies.

Physical Education



Intent

During their school journey our pupils will experience a wide range of sports and games allowing them to develop a range of fundamental movement skills particularly in relation to agility, balance and coordination. Through this our pupils will develop a good awareness of their own physical capabilities and be encouraged to achieve their personal best. They will also understand the benefit of a healthy lifestyle both now and into their futures including the benefit to mental well-being. We will provide opportunities for our children to take part in competitive challenge activities both as a team and as an individual building on their resilience and team spirit. They will develop stamina, fitness, strength and suppleness, and an understanding of tactics and strategy within sporting situations. Our curriculum also seeks to increase pupils' confidence in physical activity to give them the best opportunity to engage and take part in sporting/physical activity throughout their lives.



Physical Education

Personal, social and health education (PSHE) and citizenship (Life Learning) - Many aspects of the PSHE curriculum regularly covered during PE sessions including; healthy lifestyles, diet, and hygiene.

Spiritual, moral, social and cultural development - fair play, sportsmanship, abiding by laws, refereeing peers.

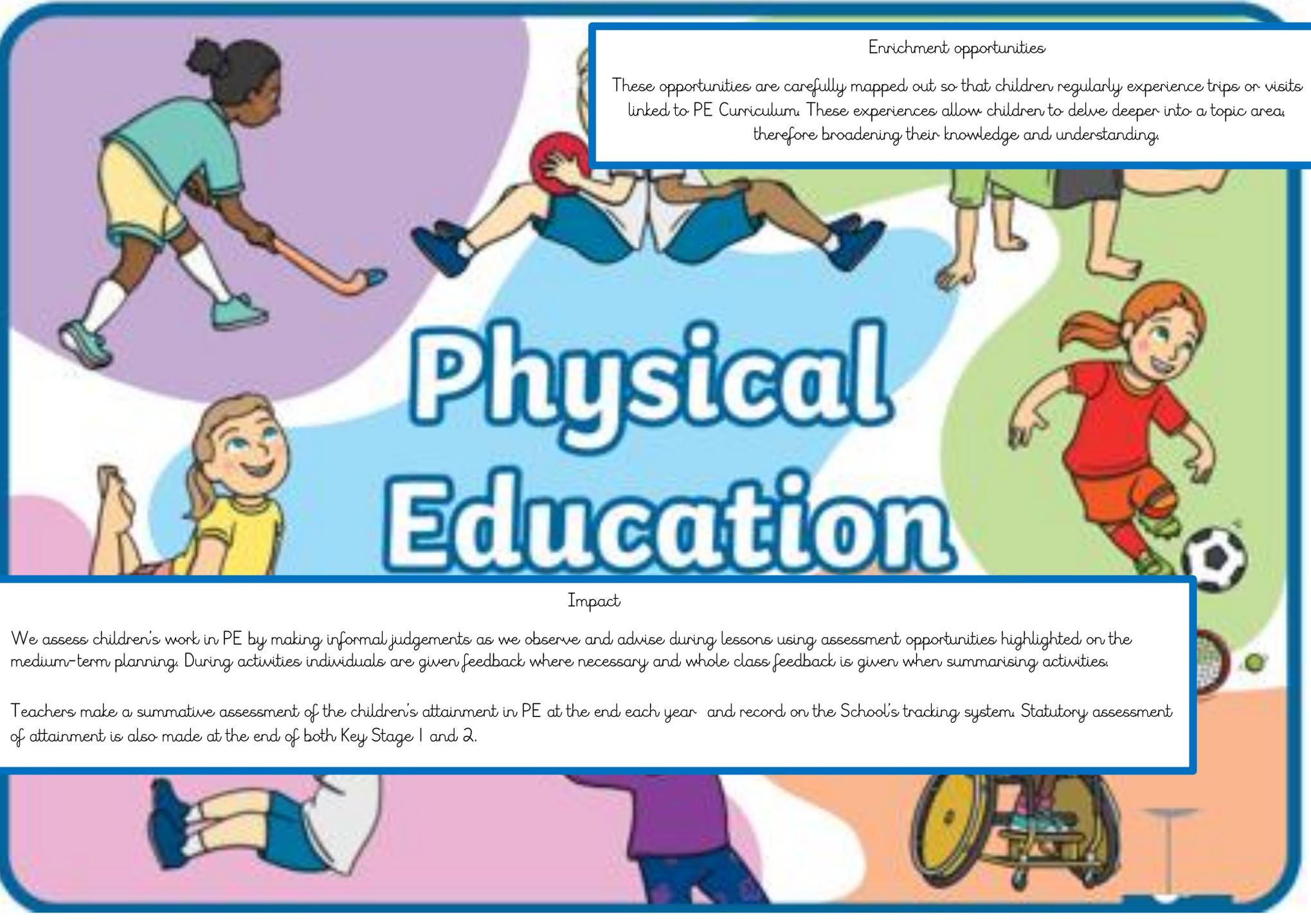
Implementation

EYFS: The school uses Development Matters (EYFS) as the basis for its planning and is used alongside Early Learning Goals (DFE). The planning provides opportunity for the children to develop their fundamental movement skills whilst also introducing them to a range of activities relating to different sports. EYFS also deliver lessons from Real PE scheme that introduce the 6 personal multi abilities as well as activities that develop agility, balance and coordination.

Key Stage 1 and 2: The school uses the National Curriculum for PE as the basis of its curriculum planning. The school has developed a long-term plan that provides children with opportunities to learn and develop skills in a range of sports and activities. Alongside this the school teaches the Real PE programme of study across the school which develops agility, balance and coordination as well as developing PE learners as individuals through the schemes 6 multi abilities.

British Values

The teaching of PE at our school actively promotes British values by encouraging teamwork, resilience, respect, and fair play. Through the National Curriculum and the REAL PE programme, pupils develop physical skills alongside essential social values, learning to work both independently and collaboratively in a range of activities. PE lessons foster responsibility, mutual respect, and an understanding of the importance of rules and fairness. Pupils are given opportunities to express themselves, support others, and reflect on their own performance and that of their peers, promoting democracy, tolerance, and individual liberty. Through participation in team games, competitive sports, and discussions about health and wellbeing, children develop a strong sense of personal and social responsibility within their school and the wider community.



Enrichment opportunities

These opportunities are carefully mapped out so that children regularly experience trips or visits linked to PE Curriculum. These experiences allow children to delve deeper into a topic area, therefore broadening their knowledge and understanding.

Physical Education

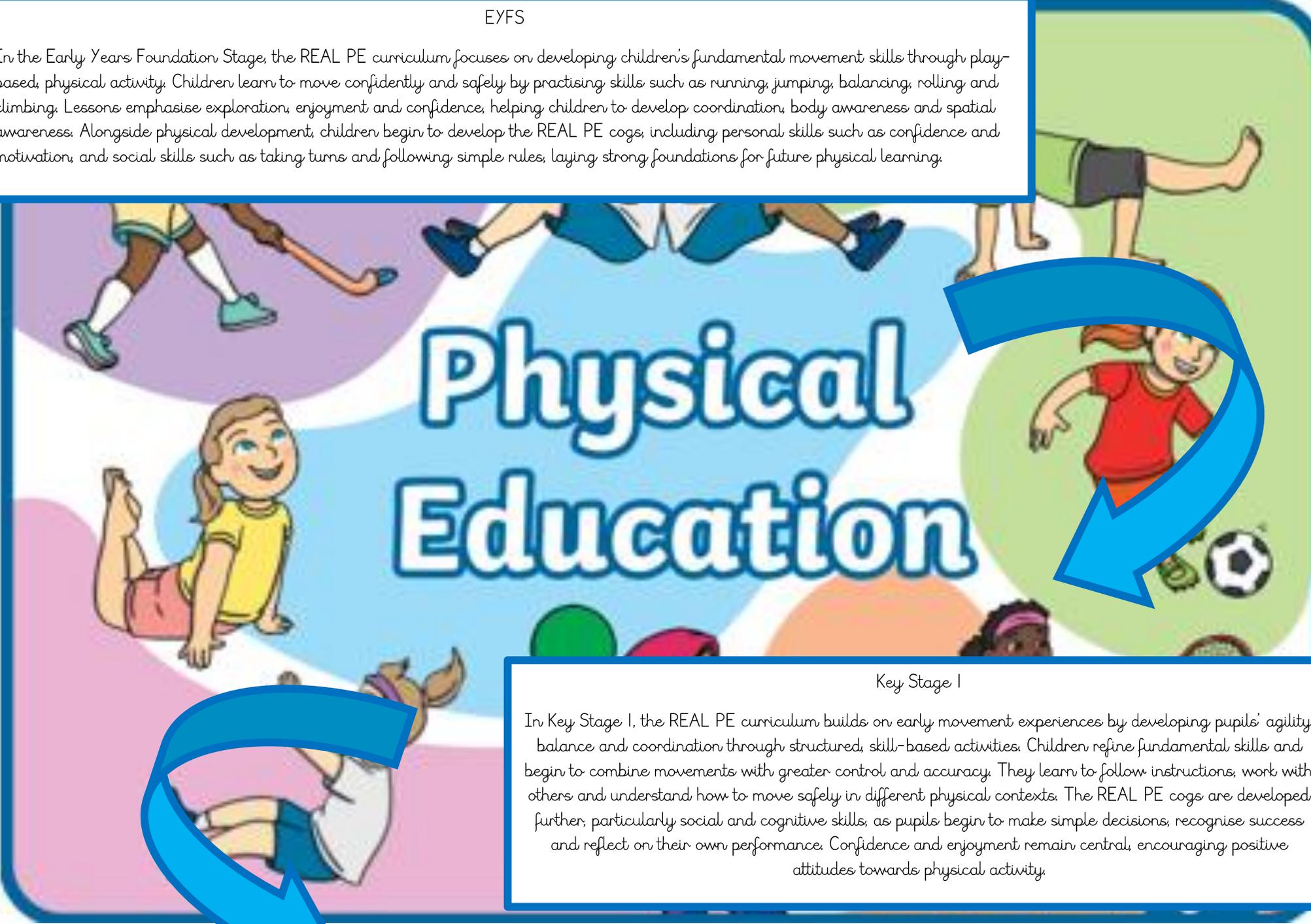
Impact

We assess children's work in PE by making informal judgements as we observe and advise during lessons using assessment opportunities highlighted on the medium-term planning. During activities individuals are given feedback where necessary and whole class feedback is given when summarising activities.

Teachers make a summative assessment of the children's attainment in PE at the end each year and record on the School's tracking system. Statutory assessment of attainment is also made at the end of both Key Stage 1 and 2.

EYFS

In the Early Years Foundation Stage, the REAL PE curriculum focuses on developing children's fundamental movement skills through play-based, physical activity. Children learn to move confidently and safely, by practising skills such as running, jumping, balancing, rolling and climbing. Lessons emphasise exploration, enjoyment and confidence, helping children to develop coordination, body awareness and spatial awareness. Alongside physical development, children begin to develop the REAL PE cogs, including personal skills such as confidence and motivation, and social skills such as taking turns and following simple rules, laying strong foundations for future physical learning.



Physical Education

Key Stage 1

In Key Stage 1, the REAL PE curriculum builds on early movement experiences by developing pupils' agility, balance and coordination through structured, skill-based activities. Children refine fundamental skills and begin to combine movements with greater control and accuracy. They learn to follow instructions, work with others and understand how to move safely in different physical contexts. The REAL PE cogs are developed further, particularly social and cognitive skills, as pupils begin to make simple decisions, recognise success and reflect on their own performance. Confidence and enjoyment remain central, encouraging positive attitudes towards physical activity.

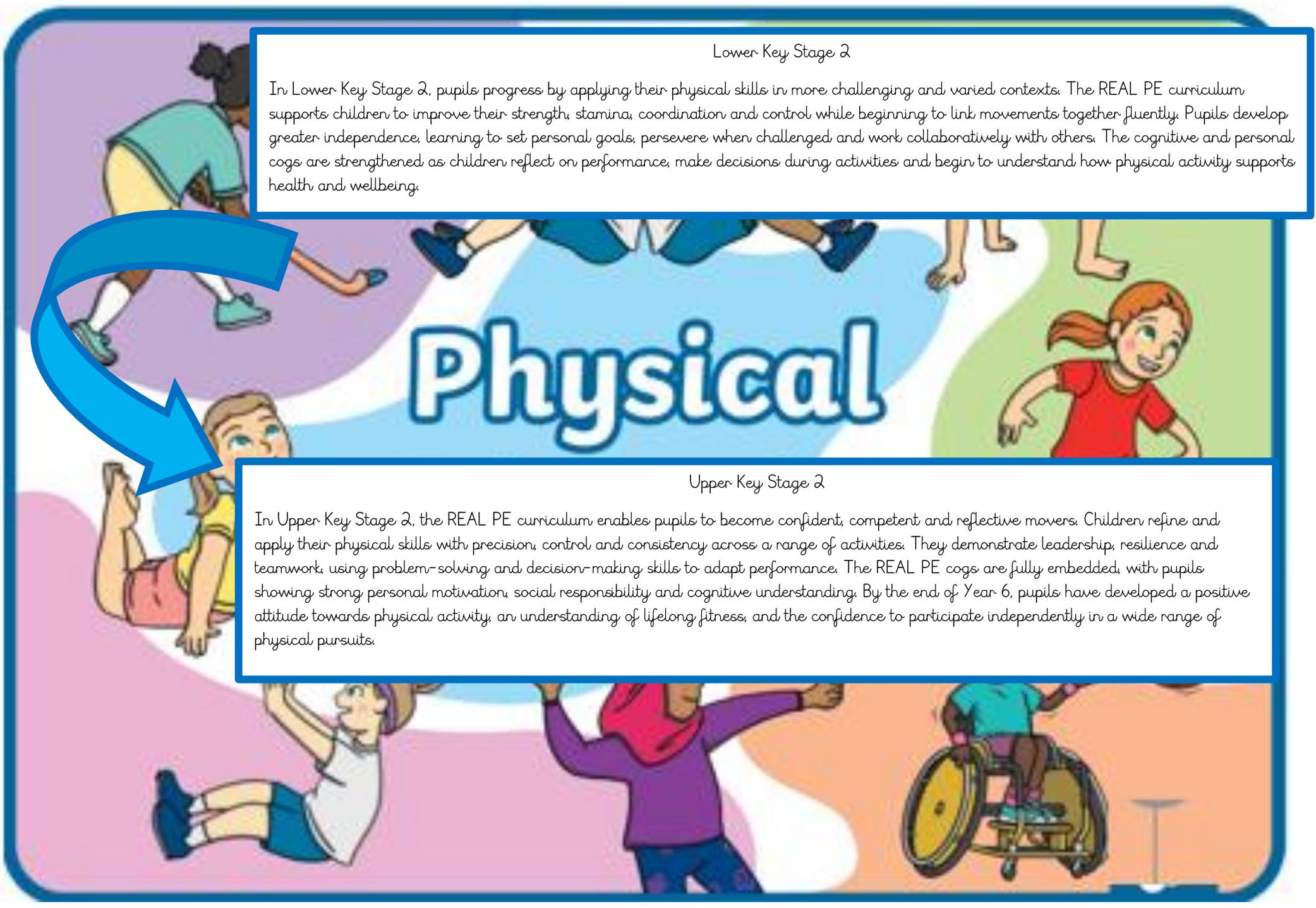
Lower Key Stage 2

In Lower Key Stage 2, pupils progress by applying their physical skills in more challenging and varied contexts. The REAL PE curriculum supports children to improve their strength, stamina, coordination and control while beginning to link movements together fluently. Pupils develop greater independence, learning to set personal goals, persevere when challenged and work collaboratively with others. The cognitive and personal cogs are strengthened as children reflect on performance, make decisions during activities and begin to understand how physical activity supports health and wellbeing.

Physical

Upper Key Stage 2

In Upper Key Stage 2, the REAL PE curriculum enables pupils to become confident, competent and reflective movers. Children refine and apply their physical skills with precision, control and consistency across a range of activities. They demonstrate leadership, resilience and teamwork, using problem-solving and decision-making skills to adapt performance. The REAL PE cogs are fully embedded, with pupils showing strong personal motivation, social responsibility and cognitive understanding. By the end of Year 6, pupils have developed a positive attitude towards physical activity, an understanding of lifelong fitness, and the confidence to participate independently in a wide range of physical pursuits.



Phase	Focus	Key Vocabulary
EYFS	Fundamental Movement Body Awareness & Space Personal & Social Skills	run, jump, hop, roll, balance, climb body, move, stop, go, space, safe try, confident, share, take turns
Key Stage 1	Agility, Balance & Coordination Movement & Skills Personal & Social Skills	agility, balance, coordination, control travel, change direction, speed, shape cooperate, follow rules, improve, practise
Lower Key Stage 2	Applying Skills Cognitive Skills Personal & Social Skills	strength, stamina, accuracy, fluency decision, strategy, challenge, goal perseverance, teamwork, respect, feedback
Upper Key Stage 2	Advanced Application Cognitive & Leadership Skills Personal Development	precision, consistency, technique, performance evaluate, adapt, leadership, tactics resilience, motivation, independence, wellbeing

