



## **PHYSICAL EDUCATION**

### **1. Curriculum Intent**

Our curriculum is underpinned by the National Curriculum and REAL PE, which provide a rich and engaging framework designed to foster a lifelong love of learning. Our curriculum is tailored to meet the unique needs of each child in our local community. Recognising the backgrounds, strengths, and challenges specific to children from our area, we aim to inspire and motivate children through our learning values of Recalling Learning, Making Links, Staying Focused, Asking Questions, Persevering and Using Vocabulary and our Core Values of Excellence, Friendship and Respect.

Through our Curriculum, we aim to:

- Inspire curiosity by connecting learning to real-world experiences and local contexts that are meaningful to the children in our area.
- Cultivate critical thinking, creativity, and problem-solving skills through thematic and cross-curricular projects that adapt to different learning styles and reflect the diverse backgrounds of our community.
- Foster values such as empathy, respect, and perseverance, creating a safe and supportive space where every child feels valued.
- Build an inclusive classroom culture that celebrates diversity, embracing each child's unique strengths, cultural backgrounds, and perspectives.
- By adapting the curriculum to reflect the realities and resources of our local community, we seek to engage children academically, socially, emotionally, and creatively.

Our goal is to equip all students with the knowledge, skills, and confidence to thrive as responsible, compassionate members of their communities, prepared to face the challenges and opportunities that lie ahead.

Leaders have worked hard to ensure learning is based in meaningful contexts, that build upon each other as children progress through school.

The most important element of our school is that pupils are challenged, supported, prepared and happy learners.

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.



## **2. 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.

## **3. Implementation**

**3.1 Foundation Stage:** 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.

**3.2 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.

## **4. The contribution of PE to teaching in other curriculum areas.**

**4.1 Humanities** – PE contributes to the teaching of humanities by allowing pupils opportunities to experience dances and exercises from particular areas of the world or specific time periods.

**4.2 Mathematics** – PE contributes to the teaching of mathematics in a number of ways. The children use stop clocks to record the time taken to complete physical activities and measure differences between attempts. Children make measurements such as distances run or thrown, and heights jumped.

**4.3 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.

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

**4.5 Science** – PE contributes greatly to the teaching of Animals including humans within science. Pupils are able to physically experience the effects of exercise on the

body by measuring their heart rate. Muscles, bones, organs and organ systems are all regularly discussed with respect to their purpose and function as well as their role in exercise.

#### **4.6 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.

#### **4.7 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. (See Trips and visitors Enrichment Plan)

### **5. Impact**

#### **Assessment/ Recording/ Reporting**

**5.1** 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.

**5.2** 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. We assess using our own adapted version of 'How to assess a knowledge-rich curriculum' written by Clive Davies. The children's annual school report indicates the attainment that children have made each year. (See Assessment guidelines for Foundation Subjects)