Physical Education and Sport

Intent

At Nerrols Primary School and Nursery, we believe that Physical Education is an essential part of every child's development. Our PE and Sport curriculum is designed to inspire all pupils to develop a lifelong love of physical activity, sport and healthy living while building the knowledge, skills and confidence needed to lead active lives.

Our vision statement reads as follows:

'To equip each and every child for a lifetime of activity through the development of physical literacy and emotional and thinking skills.'

Through a carefully sequenced curriculum, drawing on the strengths of **real PE** and **Oak National Academy**, pupils progressively develop fundamental movement skills, physical competence, personal qualities and a secure understanding of how physical activity contributes to their physical, mental and emotional wellbeing. The curriculum provides clear progression from the Early Years through to Year 6, ensuring that all children experience success and make sustained progress regardless of their starting points.

We aim for all pupils to:

- Develop competence and confidence across a broad range of physical activities.
- Build strong foundations in agility, balance and coordination that support participation in sport and physical activity.
- Learn to apply skills, tactics and strategies in increasingly challenging contexts.
- Develop resilience, determination, teamwork, leadership, communication and respect for others.
- Understand the importance of physical activity for maintaining a healthy lifestyle and positive mental wellbeing.
- Experience competition in a supportive environment and learn to win and lose with integrity.
- Become reflective learners who can evaluate, improve and celebrate their own performance.
- Access an inclusive curriculum where every child feels valued, challenged and able to succeed.

Our curriculum places equal importance on the development of **physical skills**, **personal development** and **health knowledge**. Through Real PE's focus on personal, social, cognitive, creative, physical and health-based learning, alongside Oak Education's structured progression of knowledge and skills, children become confident movers, effective collaborators and responsible citizens. This enables them not only to achieve within PE lessons but also to transfer these qualities across the wider curriculum and into everyday life.

By the time pupils leave our school, they will have developed the confidence, competence and motivation to participate in physical activity beyond primary education, embracing opportunities for sport, exercise and healthy living throughout their lives.

Implementation

At Nerrols Primary School and Nursery, Physical Education is delivered through a carefully sequenced curriculum that combines **core real PE, real Gym, real Dance and Oak Education resources**. The curriculum has been designed to ensure that knowledge, skills and understanding are progressively developed from the Early Years through to Year 6, enabling pupils to build on prior learning and apply their knowledge confidently in a range of increasingly challenging contexts.

Children in Key Stage One and Key Stage Two receive a minimum of two hours of high-quality PE each week. One lesson follows the real PE curriculum, which develops children's physical literacy through the progressive teaching of fundamental movement skills and the six multi-abilities: Personal, Social, Cognitive, Creative, Physical and Health & Fitness. This is taught by the class teacher with support provided in the form of CPD by the PE lead.

A second lesson focuses on the further development and application of these skills through gymnastics, dance, athletics, invasion games, net and wall games, striking and fielding activities, swimming and outdoor and adventurous activities. This is taught by the PE lead.

Learning is carefully structured to ensure progression. In real PE, pupils revisit and refine fundamental movement skills throughout their primary education, developing increasing control, fluency, confidence and independence. Through real Gym and real Dance, pupils learn to perform, create, evaluate and refine movement sequences while developing strength, balance, coordination, flexibility and expression. Oak Education resources are used to enhance curriculum delivery, ensuring clear knowledge progression, subject-specific vocabulary and opportunities for retrieval and application across units.

In the Early Years, physical development is prioritised as a key foundation for future learning. Through high-quality indoor and outdoor provision and real PE sessions, children develop gross and fine motor skills, coordination, balance, body control, spatial awareness and confidence in movement. Opportunities for active learning are embedded throughout the curriculum and daily provision.

Across Key Stage One, pupils develop secure foundations in agility, balance and coordination while learning to work independently, with partners and in teams. They begin to apply movement skills in increasingly complex situations and develop an understanding of simple tactics, rules and performance.

The school uses the real PE home activity app **BURSTS** to extend learning into the home through short BURSTS of physical activity aimed to further enhance agility, balance and co-ordination.

Throughout Key Stage Two, pupils apply and refine their physical competencies across a broad range of activities. They develop greater understanding of strategies, tactics and decision-making, while becoming increasingly reflective learners who can analyse, evaluate and improve their own performances and those of others.

Swimming and water safety form an important part of our curriculum. Pupils across Key Stage Two participate in structured swimming lessons delivered by qualified instructors. Additional support is provided where required to maximise the number of pupils who leave primary school able to swim confidently, use a range of strokes effectively and understand essential water safety principles. Swimming provision is flexible and focuses upon those with greatest need. The school utilises PE and Sport Premium funding to access top up swimming for children.

Assessment in PE takes place through a range of methods. Both the class teachers and PE lead use observation, questioning, pupil reflection and formative assessment techniques to identify strengths, address misconceptions and ensure all pupils make progress from their individual starting points. More formalised assessment focuses on both physical competence and the wider multi-abilities that underpin success in PE and

across the wider curriculum. Summative assessments take place during the autumn term and at the end of the spring term/early summer term each year. These are implemented by the PE lead.

Inclusion is at the heart of our PE provision. Learning experiences are adapted to ensure that all pupils, including those with SEND, can access, participate and achieve success. Challenge is provided through personal bests, differentiated tasks and opportunities for leadership and responsibility.
Beyond timetabled lessons, pupils are provided with a wide range of opportunities to engage in physical activity. Intra-school competitions, inter-school events, Sports Leader roles, active lunchtimes, residential experiences, extracurricular clubs and community sporting initiatives all contribute to the development of confidence, character, leadership and a lifelong enjoyment of physical activity. During intra school competitions, children develop the School Games Values of self-belief, honesty, passion, respect, determination and teamwork.



Through this comprehensive approach, pupils develop the knowledge, skills, confidence and motivation required to lead healthy, active lives both now and in the future.

Progression of skills documents and knowledge organisers:

real PE

Progression of skills documents can be found in the appendices section of the policy. Here you will find them for:

- core real PE (multi abilities/learning behaviours and fundamental movement skills)
- real gym (multi abilities/learning behaviours and fundamental movement skills)
- real dance (multi abilities/learning behaviours and fundamental movement skills)

You will also find the 'Learning Nutrition' teaching and learning framework designed to support teachers to develop their practice.

Knowledge Organisers for each real PE Unit can be found in the Appendicies section. They include

- Purpose
- Learning Goals
- Skills and Knowledge: Learning Behaviour
- Skills and Knowledge: Fundamental Movement Skills
- Key Vocabulary
- Curriculum and wider links

Oak National Academy

- Progression is provided through the themes of MOVE, THINK, FEEL, CONNECT. This links very well to the real PE multi abilities.
- There is also a curriculum explainer for each unit that defines progression through the year groups.

Impact

The impact of our Physical Education curriculum is evident in the confidence, competence and enthusiasm with which our pupils participate in physical activity. Through a carefully sequenced curriculum, children develop the knowledge, skills and understanding needed to become physically literate individuals who are equipped to lead healthy, active lives.

As pupils progress through the school, they demonstrate increasing proficiency in fundamental movement skills, applying these confidently across a range of physical activities, sports, gymnastics, dance, swimming and outdoor and adventurous activities. They build upon prior learning, make connections between different areas of the curriculum and use their knowledge of movement, tactics and strategies effectively in increasingly complex situations.

Children develop the ability to reflect upon, evaluate and improve their own performance, using feedback from teachers and peers to support their progress. They become more resilient, independent and collaborative learners, demonstrating the Real PE multi-abilities of Personal, Social, Cognitive, Creative, Physical and Health & Fitness across PE and the wider curriculum.

By the end of Key Stage 2, pupils:

- Demonstrate competence and confidence across a broad range of physical activities.
- Apply fundamental movement skills fluently and effectively in different contexts.
- Understand how physical activity contributes to their physical health, mental wellbeing and overall lifestyle choices.
- Show sporting values, fairness, respect and an appreciation of teamwork and leadership.
- Evaluate performance thoughtfully and identify ways to improve.
- Participate positively in competitive and cooperative activities.
- Develop the knowledge and skills necessary to continue participating in physical activity beyond primary school.
- Meet, and where possible exceed, the national requirement for swimming and water safety.

Children leave Nerrols Primary School and Nursery with positive attitudes towards physical activity and an understanding of its importance for lifelong health and wellbeing. They are motivated to engage in sport and physical activity both within and beyond school and are well prepared for the next stage of their education.

Evidence of Impact

The impact of the curriculum is measured through:

- Ongoing formative assessment within lessons.
- Real PE assessments (administered twice yearly).
- Pupil voice and pupil reflections.
- Analysis of participation in lessons, clubs and competitions.
- Swimming attainment data.
- Learning walks, lesson observations and curriculum monitoring.
- Inter-school and intra-school competition participation.
- Increased confidence, leadership and engagement in physical activity.

Through these measures, we ensure that all pupils make meaningful progress from their individual starting points and develop the confidence, competence and motivation to be active for life.

Appendices

Department for Education

Physical education programmes of study: key stages 1 and 2

National curriculum in England

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education 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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well asdeveloping balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to usethem in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

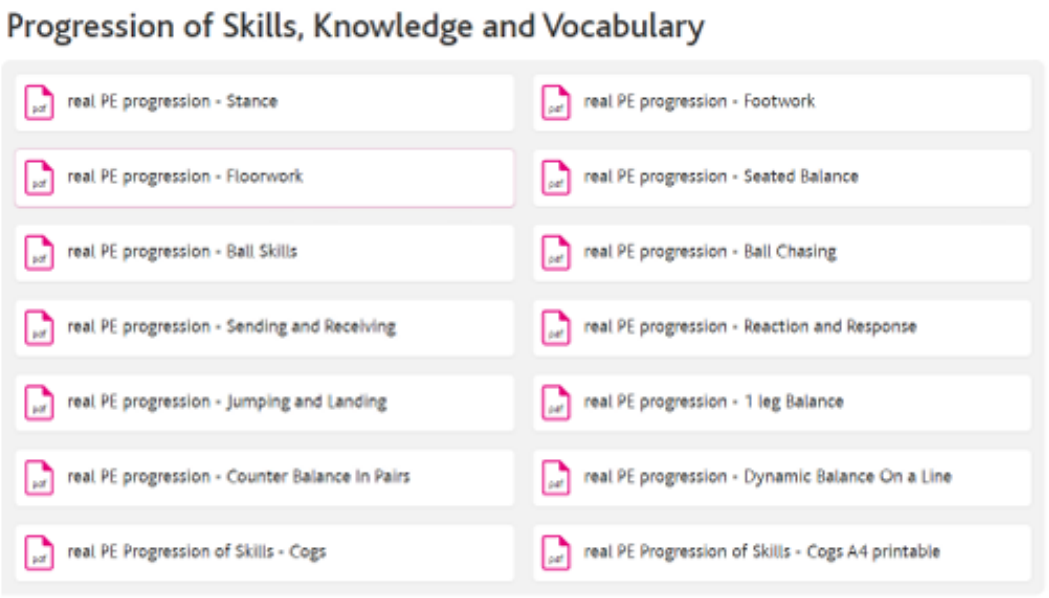
Progression of Skills, Knowledge and Vocabulary documents

Following a review, we have now produced twelve new **Progression of Skills, Knowledge and Vocabulary** documents that can be found in two places under **Support** on your **real PE** platform:

Teachers:
Support / core **real PE** / Supporting Docs / **Progression of Skills, Knowledge and Vocabulary**

OR

Subject Leaders:
Support / General / Subject Lead / Curriculum / **Progression of Skills, Knowledge and Vocabulary**



Each Fundamental Movement Skill has its own document to support you to teach high-quality PE lessons and contains the following information:

- End of Key Stage 1 and 2 expectations for pupils aligned to the coloured challenges.
- Each skill broken down into small, progressive and achievable steps.
- Declarative knowledge aligned to the skill.
- Procedural knowledge, that is connected to the declarative knowledge, to support children so they have a clear understanding of how to 'get better at PE'.
- Specific vocabulary, aligned to each skill, to support children's understanding and participation.

Having this information readily available, will make it easier for you to share the declarative and procedural knowledge with your pupils, as well as the vocabulary that will help deepen their knowledge and understanding in PE lessons.

Teaching and Learning Framework: Used for teacher development

	Teacher Planned		Shift responsibility Consistent Practice		Learner Cultural/Habit
Learning Nutrient	**1 star**	**2 star**	**3 star**	**4 star**	**5 star**
1. Ambition	**Positive routines** Establish positive routines, model high expectations and build positive teacher/pupil relationships based on trust and mutual respect	**Positive learning environment** Create and sustain a safe, stimulating and purposeful learning environment	**Engaged Learners** Every learner is engaged and striving to achieve, demonstrating resilience when faced with challenge	**Motivated learners** A desire to improve and succeed permeates every lesson, evidenced by student self-awareness and self-regulation	**Ambitious learner** No ceiling to learners' ambitio challenge is demanded
2. Planned learning progression	**Activate prior learning** Share outcomes and make links to previous learning	**Defined outcomes** Communicate outcomes in learners' language, with check for understanding	**Clear learning progression** Scaffolded activities align to support children to achieve the outcomes	**Negotiated outcomes** Learners negotiate next steps/ learning goals with support	**Self-actualisation** Learners ready to take active responsibility for next steps a decision making
3. Deliberate practice	**Know why, know how** Deconstruct a composite skill into sequential knowledge steps and provide effective models, demonstrations and examples	**Guided Practice** Enable learners to have deliberate practice, repetition and reinforcement, with careful scaffold and thoughtful feedback to build competencies	**Building Fluency** Learners demonstrate self-disciplined practice of composite skill to develop automaticity	**Guided application** Learners apply in a specific familiar context with increasing competence and fluency leading to automaticity	**Generalisation** Learners actively select, appl transfer skills to multiple and familiar contexts
4. Adaptive teaching and learning	**Early success** Ensure early success for all learners in each lesson/episode	**Stretch and challenge** Provide a task in every lesson just beyond a learner's independent capability that, with incremental practice and support, they will achieve	**Accepting failure** Each learner embraces progression through planned sequences of success and failure	**Learning through failure** With support and feedback, learners identify areas of strength and weakness and select appropriate interventions to progress	**Embracing failure** Learners proactively seek cha and demonstrate a willingnes work on weaknesses
5. Praise for positive behaviours	**Whole group praise** Give at least one verbal feedback to group for positive behaviour and whole group praise for effort or attitude	**Individual praise/ feedback** Learners receive regular, specific praise for positive behaviours before suggesting improvements	**Peer praise** With support, learners take opportunities to give praise for identified learning behaviours	**Peer feedback** Learners provide mutual praise and improvement feedback through a range of pre-planned opportunities	**Unprompted peer praise/feedback** A culture of appropriate, non-prompted positive peer feedb key learning behaviours is established
6. Coaching and supporting others	**Observe and encourage** Provide opportunities for learners to observe and encourage others	**Demonstrate and discuss** Enable learners to demonstrate, show or discuss knowledge, a skill or behaviour to each other, i.e. early/small leadership roles	**Feedback sensitively** With support, learners give sensitive, critical feedback to partner or group members	**Collaborate and learn** Learners share and learn from each other through planned, collaborative opportunities	**Peer coach** A culture of reciprocal peer coaching is an integral part o lessons
7. Celebration and review of progress	**End of lesson review** Plenary incorporated at the end of each lesson, to include questioning and funnelling answers following small group/partner review	**Regular review** Partner and group review skilfully incorporated throughout the lesson to check for and reinforce learning, and celebrate progress.	**Clear learner voice** Learners use a broad range of review methods including non-verbal communication	**Learner led review** Peer led plenaries celebrate partner/group members' progress	**Embedded review** A regular and continuous mix planned and habitual review b learners through teacher, self peer review is established

All Knowledge Organisers and Progression of Skills Documents can be found HERE
Nerrols Primary School – Staff Shared > CURRICULUM > PE AND SPORT > real PE Important Curriculum Documents

Oak National Academy
Curriculum Explainer

Oak curriculum principles

What overarching curriculum principles inform the design of our curriculum?

Knowledge and vocabulary rich

This principle recognises the important role that knowledge, and vocabulary as a particularly important type of knowledge, plays in learning. Knowledge is developed across four PE strands: 'Move' focuses on pupils' ability to enact movements, 'think' develops pupils' knowledge of the why and how, 'feel' builds characteristics including self-belief, resilience and confidence and 'connect' develops aspects such as leadership, teamwork and wider cultural elements of physical education. We identify and map vocabulary across the curriculum, both in terms of the introduction of new vocabulary and the necessary repetition of vocabulary that has gone before. New vocabulary, called keywords, are signalled in bold in our lesson materials to indicate their importance. Over time, pupils are exposed to increasingly complex definitions, for example, the term 'energy' evolves as pupils develop their understanding of movement, muscular contractions and nutrition.

Sequenced and coherent

A careful and purposeful sequencing of our curriculum content underpins the design of our curriculum, ensuring that pupils are able to build on and make links with existing knowledge. For example, we teach gymnastics from key stage 1 through to key stage 4 to ensure that the development of knowledge and skills is coherent and progressive. Knowledge and skills are built across year groups, for example, futsal in year 7, leads to football in year 8 and then Gaelic football in year 9. Coherent vertical threads also enable the development of concepts such as 'teamwork and leadership' or 'knowledge of healthy, active living' throughout the primary and secondary curricula.

Evidence-informed

Our evidence-informed approach enables the rigorous application of research outcomes, science of learning and impactful

best practice both in education in general and at a subject specific level. For example, the design of our resources reflects findings from Sweller's cognitive load theory and Mayer's principles of multimedia learning whilst our lesson design draws on Rosenshine's principles of instruction. We also draw on findings from research organisations such as the Education Endowment Foundation (EEF). At the subject level our curriculum is grounded in Sport England's 'move, think, feel and connect' framework.

Flexible

Our flexible approach enables schools to use our resources in a way that fits their contents and meets the varying needs of teachers and their pupils. Our curriculum can be used in its entirety or units can be selected to complement existing curricula. Our resources are adaptable so that, for example, teachers can adapt the lesson to fit the space available, can edit or add checks for understanding, or adapt practice tasks to better reflect the prior knowledge of their pupils. At key stage 4 teachers and pupils can select a core PE pathway or pathways aligned to the most frequently used exam board specifications for GCSE PE: AQA, Edexcel or OCR.

Diverse

Our commitment to breadth and diversity has driven our choice of sports and physical activities. For example our curriculum features tchoukball, martial arts, pickleball and couch to 5k, alongside more traditional sports such as swimming, netball and cricket. Across our key stage 4 lessons and resources, the choice of individuals, teams, sports and role models celebrate and promote diversity within sport, encouraging all pupils to partake.

Accessible

Our curriculum is intentionally designed to facilitate high-quality teaching as a powerful lever to support pupils with SEND. Aligned with EEF guidance, our resources have a focus on clear explanations, modelling and frequent checks for understanding, with guided and independent practice. Lessons are chunked into learning cycles and redundant images and information are minimised to manage cognitive load. We have removed reference to year groups in our resources so that they can be used when pupils are ready, regardless of their age. Our resources are purposefully created to be accessible, for example by using accessible fonts, colours with good contrast, and captions in our videos. For practical PE lessons, C-STEP guidance provides suggestions for adapting the communication, space, task, equipment and people in lessons to meet the needs of pupils and contexts.

Oak subject principles

What subject specific principles inform the design of our curriculum?

The PE curriculum focuses on the knowledge and skills specific to physical education, taught through safe practical and theoretical units, including:

- Foundational movements and physical activity;
- How pupils connect with each other and feel about physical activity with an emphasis on positive experiences and self-reflection;
- Health and the encouragement of lifelong active lifestyles;
- Rules, tactics and strategies in a range of sports and other activities.

Foundational movement is taught in key stage 1 in units such as 'Locomotion' and revisited through the 'move' strand of all future units. Declarative knowledge such as knowledge of the rules, tactics and strategies is a focus in each lesson. The 'feel' and 'connect' strands highlight life skills such as self-belief, resilience, teamwork and collaboration. With specific units focused on health and wellbeing such as martial arts and couch to 5K, and explicit development of these four strands, our curriculum will motivate and inspire all pupils to lead healthy, active lifestyles.

Ensures sustained movement for the majority of curriculum time.

Our resources ensure sustained movement. For example, we have included tips for making our quizzes practical in our lesson guides and our checks for understanding include 'show me' activities where pupils have an opportunity to physically demonstrate their prior knowledge and understanding.

Promotes inclusive and purposeful competition.

All PE lessons include specific adaptations that can be used to appropriately challenge and engage all pupils, for example, in netball adding a defender to increase pressure on the attack, or changing the ball used and goal area to ensure scoring is achievable for all. Lessons include opportunities for competition, with a focus on enjoyment and collaboration. Primary PE lessons frequently include competitive games to help pupils learn new skills and ideas while still 'playing' with peers.

National curriculum

How does our curriculum reflect the aims & purpose of the national curriculum?

There are four aims of the national curriculum. First, is that all pupils should 'develop competence to excel in a broad range of physical activities. Our curriculum exposes pupils to a breadth of activities, such as netball, hockey, football and swimming, also including less traditional activities such as pickleball and korfball.

The second aim is that all pupils should be 'physically active for sustained periods of time'. Our curriculum acknowledges the importance of being physically active by maximising the time that pupils spend practising in lessons alongside teaching the knowledge necessary for safe and successful practice.

The third aim is that all pupils should 'engage in competitive sports and activities. We include purposeful competition in

lessons from key stage 1 through to key stage 4 to increase enjoyment, engagement and understanding of rules, tactics and strategies. These begin as fun activities such as 'muddy monsters' and 'stepping stones' and develop into full-sided competitive sports which provide opportunities for participation, leadership, and officiating.
The final aim is that pupils 'lead healthy, active lifestyles. Our curriculum teaches health, fitness and wellbeing from key stage 1 through to key stage 4. The curriculum is designed to build knowledge and skills over time to increase pupil confidence in their performance. Pupils experience a range of activities in the curriculum in the hope that they find an activity they enjoy and strive to learn outside school and when they leave education.

Curriculum delivery

What teaching time does our curriculum require?

Our curricula for key stages 1-3 are designed for 36 weeks of curriculum time across the school year, leaving time for other activities both within and beyond the curriculum such as assessments or school trips. At key stage 4, year 10 also has 36 weeks of curriculum time, but year 11 has only 24 weeks (approximately 2 terms) to recognise that schools will not be teaching new content in the run up to the GCSE exams.
In PE, following the DfE's non-statutory guidance published in March 2024, our curriculum provides two lessons per week of approximately one hour across key stages 1-3. At key stage 4 we offer two lessons per week for the statutory core PE pathway and an additional two lessons per week for the GCSE pathways. We understand that exact time dedicated to PE can vary between schools due to differences in curriculum planning, resource allocation and school-specific priorities. Therefore, we fully expect and encourage teachers to adapt our curriculum and resources to best suit their needs and available curriculum time.

Curriculum coherence

What are 'threads'?

We use threads to signpost groups of units that link to one another, that together build a common body of knowledge over time. We use the term thread, rather than concepts, themes or big ideas, because it helps to bring to mind the visual concept of a thread weaving through the curriculum.
Our PE threads that weave through both our primary and secondary curricula are:

- Move: movement competence
- Move: physical fitness
- Move: application of tactics, strategies and compositional ideas
- Move: performance and competition
- Think: knowledge of rules, tactics, strategies and compositional ideas
- Think: knowledge of healthy, active living
- Think: decision making, problem solving and creative thinking
- Think: evaluation, analysis and reflection
- Feel: personal and emotional
- Feel: engagement and enjoyment
- Connect: teamwork and leadership
- Connect: cultural and ethical awareness

These threads reflect Sport England's 'move', 'think', 'feel' and 'connect' framework, which is embedded throughout the curriculum. These threads align with the aims of the PE national curriculum to develop both the knowledge associated with PE and the whole pupil, not just their physical ability. For example, pupils engage with the thread 'Connect: teamwork and leadership' in outdoor adventure activities units in key stage 2 whilst learning about collaboration and communication, and then in more depth in key stage 3, learning about developing trust, their awareness of others and how to problem solve as a team. These threads support pupils to become motivated, confident, habitual movers and potential sports performers. Common threads across our primary and secondary curricula can enable more effective transition, helping pupils to bridge their knowledge and understanding from primary to secondary.

Recommendations from subject specific reports

How does our curriculum address and enact recommendations from subject specific reports (e.g. EEF guidance reports & Ofsted Research Review)?

Our curriculum addresses the recommendations in Ofsted's recent PE subject report which focuses on enabling pupils to 'know more and do more'. We have aligned our 'move', 'think', 'feel' and 'connect' framework to the three pillars of progression; motor competence; rules, tactics and strategies; and 'healthy participation'. All units build on the development of fundamental movement skills and have been sequenced to allow progression and repetition of knowledge; this increases competence and therefore confidence. Precise timings have not been given to lessons or activities to ensure teachers progress through learning cycles and lessons at a pace appropriate for their pupils. In line with recommendations, our resources are supported by powerful demonstrations, feedback and include purposeful competition. We provide practical ideas for quizzes and make 'practice' the main focus of lessons which enables pupils to be physically active for up to 80% of the lesson.

Subject-specific needs

How does our curriculum deal with elements that arise from the specific needs of the subject?
What activities are taught in our curriculum?
Our PE curriculum teaches a diverse and substantial range of activities:

- Locomotion
- Invasion games: hockey, tag rugby, futsal, netball, football, rugby union, handball, tchoukball, softball, korfball
- Dance: thematic dance, street dance, contemporary, capoeira,
- Gymnastics: floor, flight, parkour and trampolining
- Health and wellbeing: fitness, mindfulness, meditation, yoga, pilates, martial art/self-defence
- Outdoor adventure activities: teambuilding, orienteering, problem solving
- World games: kabaddi, American football league, flag football
- Athletics (including Sports Education)
- Swimming and water safety
- Net and wall games: pickleball, rounders, tennis, cricket, badminton, tennis, volleyball, table tennis
- Inclusive sports: seated volleyball, boccia, goalball
- Target games: golf, kubb

Where a school may not have the necessary space or equipment, our curriculum is easily adapted. For example, ball skills could be taught through the medium of netball or football.

How do the curriculum resources support practical PE taught outside of the classroom?

Our curriculum resources in PE are printable and adaptable lesson guides that have been expertly designed to support good teaching in PE. These lesson guides contain important lesson information such as key learning points, chunk the lesson into learning cycles, give suggestions on how to explain the knowledge or skills and check for understanding, and describe the practice pupils should do. Our curriculum resources also include high quality demonstration clips to accompany every practical lesson which are housed on the lesson media page. These will support teachers in how to set up and demonstrate techniques, run practice activities, highlight specific knowledge or skills and provide feedback to correct misconceptions.
How does the curriculum address the need to warm up and cool down in practical PE lessons?
All practical lessons will include a warm up with a ‘show what you know’ assessment of prior knowledge and a cool down with an opportunity for reflective questioning and reinforcement of key learning.

How does the curriculum address swimming?

Swimming resources will sit outside of year group specific resources and will be presented by swimming stage, in line with the Swim England school swimming and water safety pathway.