

Our Mission: To drive personal and academic excellence; everyone, every day.

# The Meadows Primary Academy

## PHYSICAL EDUCATION

Core Values: Resilience, Respect, Team Work, Aspiration, Kindness, Curiosity  
Curriculum Intent: R-A-I-S-E

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### **PE: Purpose of study**

A high-quality physical education curriculum inspires all pupils to become physically confident citizens whom understand the impact exercise has on their physical and mental wellbeing. Pupils will be provided with a high – quality physical education curriculum that includes a range of competitive sports and activities that can instil a passion to be life – long participants in exercise, either leisurely or competitively. Through our aspiring curriculum, our pupils will develop their physically literacy; improving their motivation, knowledge and physical competence to take responsibility for their own health and value their engagement in physical activity. These opportunities will 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.

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## The Meadows Primary Academy – PE Progression through EYFS

### PD - Gross Motor Skills and Fine Motor Skills

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none"><li>Finding out &amp; exploring</li><li>Playing with what they know</li><li>Being willing to ‘have a go’</li></ul>		<ul style="list-style-type: none"><li>Being involved &amp; concentrating</li><li>Keep on trying</li><li>Enjoying achieving what they set out to do</li></ul>		<ul style="list-style-type: none"><li>Having their own ideas (creative thinking)</li><li>Making links (building theories)</li><li>Working with ideas (critical thinking)</li></ul>		
<b>ELG</b> <u>Gross Motor Skills</u> -Negotiate space and obstacle safely, consideration for themselves and others -Demonstrate strength, balance and coordination when playing -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing				<b>ELG</b> <u>Fine Motor Skills</u> -Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases -Use a range of small tools, include scissors, paint brushes, cutlery -Begin to show accuracy and care when drawing		
Nursery Skills	<ul style="list-style-type: none"><li>Continue to develop their movement-balancing, riding and ball skills</li><li>Climb stairs, steps and move across climbing equipment using alternative feet maintaining balance-using hands and body to stabilise</li><li>Use one handed tools and equipment</li></ul>	<ul style="list-style-type: none"><li>Skip, hop, stand on one leg and hold a pose for a game such as musical statues</li><li>Use large muscle movements to wave flags, streamers, paint and make marks</li><li>Start taking part in some group activities which they make up for themselves or in teams</li></ul>	<ul style="list-style-type: none"><li>Are increasingly able to use and remember sequences and pattern of movements which are related to music and rhythm</li><li>Match their developing physical skills to tasks and activities in the setting e.g. decide to crawl, walk, run across a plank depending on its length/width</li></ul>	<ul style="list-style-type: none"><li>Use a comfortable grip with good control when holding pens and pencils</li><li>Choose the right resources to carry out their plan eg using a spade to enlarge a small hole (Sand tray/mud kitchen/gardening) they dug with a trowel<ul style="list-style-type: none"><li>Can grasp and release with 2 hands to throw and catch a large ball/beanbag</li></ul></li></ul>	<ul style="list-style-type: none"><li>Shows a preference for a dominant hand</li><li>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow crates (den building/large scale construction)</li></ul>	
Nursery Knowledge	Autumn 1 All About Me	Autumn 2 Families and Celebrations	Spring 1 Traditional Tales and farm animals	Spring 2 Growing and changing	Summer 1 People Who Help Us	Summer 2 Chester Zoo/Knowsley Safari

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	<ul style="list-style-type: none"> <li>•Confident to paint/chalk or make large scale marks with water on large surfaces</li> <li>•Can balance along tyres and stepping stones</li> <li>•Can climb and descend stairs on two story structure using alternate feet</li> </ul>	<ul style="list-style-type: none"> <li>• Use windy weather streamers/ribbons resources to support large movement outdoors</li> <li>• Are active participants in action songs/ rhymes</li> <li>• Be increasingly independent physically, zips, Velcro fastenings, waterproofs, wellies</li> </ul>	<ul style="list-style-type: none"> <li>• . Can engage in focused PE activity which challenges and enhances physical skill/development</li> <li>• Can move with more confidence(creative, adaptive) ie transferring and building on skills and applying them</li> </ul>	<ul style="list-style-type: none"> <li>• Can explain why safety is important in handling tools and equipment</li> <li>• Negotiate spaces at varying speeds in various activities-PE lesson, outdoor play</li> </ul>	<ul style="list-style-type: none"> <li>• Can manipulate an increasing range of resources (tools, equipment, role play outfits, large construction, den building) independently</li> <li>• . Use a knife, fork, spoon independently during snack and/or lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Have a comfortable grip with good control when using pens/pencils</li> <li>• Increased stamina through daily PE participation</li> </ul>
<p>Children to be exposed to games and opportunities both indoors and outdoors that will develop their core strength, stability, balance, spatial awareness, coordination and agility. Recognising that gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being and fine motor control and precision helps with hand eye coordination. Repeated and varied opportunities to play with small world activities and puzzles, art and crafts and using tools will help children to develop proficiency, control and confidence</p>						

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**The Meadows Primary Academy – Physical Development (Gross Motor Skills)**

**PD progression through EYFS with links to PD (Fine Motors Skills / Expressive Arts & Design – Creating with Materials)**

Playing & Exploring - Engagement		Active Learning - Motivation		Creating & Thinking Critically - Thinking		
<ul style="list-style-type: none"><li>Finding out &amp; exploring</li><li>Playing with what they know</li><li>Being willing to ‘have a go’</li></ul>		<ul style="list-style-type: none"><li>Being involved &amp; concentrating</li><li>Keep on trying</li><li>Enjoying achieving what they set out to do</li></ul>		<ul style="list-style-type: none"><li>Having their own ideas (creative thinking)</li><li>Making links (building theories)</li><li>Working with ideas (critical thinking)</li></ul>		
<p>ELG</p> <p><u>Gross Motor Skills</u></p> <p>-Negotiate space and obstacle safely, consideration for themselves and others</p> <p>- Demonstrate strength, balance and coordination when playing</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p><u>Fine Motor Skills</u></p> <p>-Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases</p> <p>-Use a range of small tools, include scissors, paint brushes, cutlery</p> <p>-Begin to show accuracy and care when drawing</p>						
Reception Skills	Revise and refine the fundamental movement skills they have already acquired:- Rolling, crawling, walking Jumping, running, hopping Skipping, climbing and progress to a more fluent style of moving with developing control/grace	<ul style="list-style-type: none"><li>Develop overall body strength, coordination, balance and agility</li><li>Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li></ul>	<ul style="list-style-type: none"><li>Combine different movements with ease and fluency</li><li>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group</li></ul>	Further develop and refine a range of ball skills including:- throwing catching kicking passing batting aiming	Further develop the skills they need to manage the school day successfully:- mealtimes personal hygiene lining up/queuing Develop their small motor skills to so they can use a range of tools competently, safely and confidently Use a pencil and hold it effectively to form recognisable letters	
Reception Knowledge	Autumn 1 Seasons	Autumn 2 Celebrations	Spring 1 Animals	Spring 2 Lifecycles	Summer 1 Minibeasts	Summer 2 Occupations
	<ul style="list-style-type: none"><li>Can access range of equipment/apparatus indoors/outdoors/during PE safely and confidently and with increasing skill</li><li>Increased challenge in the environment – children to be aware of risk and be supported in making judgements that support their safety</li></ul>	<ul style="list-style-type: none"><li>Develop overall body strength (ie resilience/developing pace in daily mile)</li><li>Through open ended materials on offer can extend, repeat and practice physical skills such as lifting, carrying, pushing, pulling, constructing, stacking and climbing</li></ul>	<ul style="list-style-type: none"><li>Can move freely and in time to music ( dance)</li><li>Can use a wide range of one handed tools effectively</li><li>Are independent in personal hygiene and accessing snack and lunch</li></ul>	<ul style="list-style-type: none"><li>Development and refinement of ball skills is in response to a variety of sizes</li><li>Can engage in ball games with teams, rules, targets for increased precision/accuracy</li><li>Can engage in and respond to structured activities where guided to draw/write/copy</li></ul>	<ul style="list-style-type: none"><li>Know and talk about different factors that support their overall health and well-being:<ul style="list-style-type: none"><li>regular physical activity</li><li>health eating</li><li>toothbrushing</li><li>sensible amounts of screen time</li><li>having a good sleep routine</li><li>being a safe pedestrian</li></ul></li></ul>	<ul style="list-style-type: none"><li>Develop the foundations of a handwriting style which is fast, accurate and efficient</li><li>Understand rules, taking turns, being considerate, eating with good manners</li></ul>

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Children to be exposed to games and opportunities both indoors and outdoors that will develop their core strength, stability, balance, spatial awareness, coordination and agility. Recognising that gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being and fine motor control and precision helps with hand eye coordination. Repeated and varied opportunities to play with small world activities and puzzles, art and crafts and using tools will help children to develop proficiency, control and confidence

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### KS1: Subject content (National curriculum)

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 as developing 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/gymnastic routines using simple movement patterns

### KS1 – End points

Fundamental skills/Physical literacy	<ul style="list-style-type: none"><li>• Travel in different directions at a variety of different speeds</li><li>• To combine coordination drills (e.g., bouncing whilst walking/throwing and catching to oneself whilst moving)</li><li>• To throw and catch over a short distance using appropriate equipment (e.g., large ball)</li><li>• To aim a variety of balls and equipment accurately.</li><li>• Perform an underarm throw with increasing accuracy (using a large ball or beanbag).</li><li>• To position the body to strike a ball.</li></ul>
Team games	<ul style="list-style-type: none"><li>• Understand simple rules and follow them correctly.</li><li>• To play a game fairly and in a sporting manner.</li><li>• To develop receiving skills (such as catching and stopping) using appropriate equipment such as beanbags and large balls.</li><li>• To use ball skills in game-based activities.</li><li>• Understand simple attacking and defending tactics (such as moving forward when trying to score).</li><li>• Through discussions, create simple attacking and defending tactics.</li><li>• With support, combine skills and strengths of team members to achieve a shared goal.</li></ul>
Gymnastics and dance	<ul style="list-style-type: none"><li>• To explore different levels and speeds of movements and start to link these together.</li><li>• To compose and perform simple movement sequences.</li><li>• To develop a range of dance movements and improve timing.</li><li>• To work to music, creating movements that show rhythm and control.</li><li>• To remember and repeat simple gymnastic actions with control.</li><li>• To balance on isolated parts of the body using different balances.</li><li>• To explore ways of travelling around on a large apparatus.</li></ul>

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	<ul style="list-style-type: none"> <li>To link together several gymnastic actions into a sequence.</li> </ul>
<b>Evaluate and improve performance</b>	<ul style="list-style-type: none"> <li>Teachers talk with children about what worked well and how they would change it next time.</li> <li>Describe and comment on their own and others' actions.</li> </ul>
<b>Understanding of health and fitness</b>	<ul style="list-style-type: none"> <li>To recognise the importance of keeping healthy and recognise the changes that happen to their bodies when they are active. E.g increased heartbeat.</li> <li>To know how to exercise safely and describe how their bodies feel.</li> </ul>

<u>Cultural capital links</u>			
<p><u>Experiences</u></p> <p>KS1 will have access to a range of extra curricula activities as well as an opportunity to experience inclusive sports in the summer term in preparation for the sporting events.</p> <p>Throughout the school year, KS1 will have access to sports clubs each term.</p>	<p><u>SMSC</u></p> <p><u>Spiritual</u></p> <p>PE lessons include teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and an appreciation of sports from all around the world. Through dance, gymnastics and games across the school, pupils are encouraged to be creative, designing and creating their own small sided games or by expressing feelings and emotions in their dance and gymnastic performances. In PE lessons pupils are encouraged to delve deeper into their understanding of PE and the body and how it can be maximised to improve performance.</p> <p><u>Moral</u></p> <p>Throughout various games pupils make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches students about code of conduct, rules, etiquette and fair play unwritten rules. Competitive games provide our sports leaders and other students with leadership opportunities. They develop the ability to tell between right and wrong through fair play in lessons, events and participating in other competitive situations. PE encourages students to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team.</p> <p><u>Social</u></p> <p>PE allows all pupils to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups. Giving the pupils</p>	<p><u>British values</u></p> <p><b>Individual Liberty</b> –</p> <p>Within our lessons students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it.</p> <p><b>The Rule of Law</b> –</p> <p>A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play.</p>	<p><u>School values</u></p> <ul style="list-style-type: none"> <li><b>Resilience</b> is taught by exploring personal best challenges, we aim for children to be physically and mentally resilient when participating in challenges against themselves and others.</li> <li><b>Respect</b> is taught through being responsible and respectful for the equipment they use within the environment. Children have the understanding of how to store equipment safely after lessons.</li> <li><b>Team Work</b> is taught through the idea of working to the best of</li> </ul>

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	<p>roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication and leadership skills.</p> <p>Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas. Pupils are encouraged to develop their reasoning and decision-making skills communicating with others and explaining concepts with each other. Through various different competitive games and competitions, pupils are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations.</p> <p><u>Cultural</u></p> <p>Through participation in sporting competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups. Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in. Some of the ways we can learn about cultural learning in PE lessons include: learning about the developments of sports in different countries, learning where different sports originate from, exploring and respect a variety of different cultural dances.</p>		<p>their ability within a team.</p> <ul style="list-style-type: none"><li>• <b>Kindness</b> is taught through playing in a sporting manner and considering other people's feelings when we compete against them, this includes celebrating in a considerate manner and congratulate those that win.</li></ul>
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**KS2: Subject content (National curriculum)**

Pupils should continue to apply and develop a broader range of skills, learning how to use them 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.

**Year 3 - End points**

<b>Fundamental skills/Physical literacy</b> <i>Taught through tri-golf, hockey, football and strike and field</i>	<ul style="list-style-type: none"><li>• To run in different directions and at different speeds, using a good technique.</li><li>• To choose and understand appropriate running techniques.</li><li>• To handle a variety of equipment (sticks, racquets and bats) correctly and safely.</li><li>• To master the basic catching technique when catching in isolation.</li><li>• To throw a ball in different ways (e.g. high, low, fast or slow).</li></ul>
<b>Team games</b>	<ul style="list-style-type: none"><li>• To be aware of other peoples' position when playing games.</li><li>• To identify and follow the rules of games.</li><li>• To react to situations in ways that make it difficult for opponents to win.</li><li>• To apply skills and tactics to small – sided games.</li><li>• To compete in a mini – competition, recording scores.</li></ul>
<b>Gymnastics and dance</b>	<ul style="list-style-type: none"><li>• To explore movements and create patterns.</li><li>• To work with a partner to create dance patterns.</li><li>• To perform with rhythm and expression.</li><li>• To develop precision of movement.</li><li>• To work cooperatively with a group to create a dance or gymnastic piece.</li></ul>

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	<ul style="list-style-type: none"> <li>• To perform in front of others with confidence.</li> <li>• To explore more challenging balances and link them with other gymnastic actions.</li> <li>• To select and adapt gymnastics actions to meet the task.</li> <li>• To work with a partner or a small group to create a sequence that develops jumping and balance skills.</li> <li>• To improve the ability to choose appropriate actions when creating a sequence of gymnastic movements to music.</li> </ul>
Evaluate and improve performance	<ul style="list-style-type: none"> <li>• Pupils can talk about similarities and differences to and from the work of others.</li> <li>• As a group they are starting to use this to improve their performances.</li> <li>• Pupils can choose the right level of challenge for them.</li> </ul>
Understanding of health and fitness	<ul style="list-style-type: none"> <li>• Pupils understand how to exercise safely and describe how their bodies feel during various activities.</li> <li>• They can name some of the muscles in their body (linked to Y3 science) and understand how to stretch them to reduce likelihood of injury.</li> </ul>
<b><u>Year 4 – End points</u></b>	
<b>Fundamental skills/Physical literacy</b> <i>Taught through netball, volleyball, table tennis, athletics, gymnastics and rounders</i>	<ul style="list-style-type: none"> <li>• To use ABC (agility, balance, co-ordination) to move into good positions for catching.</li> <li>• To use ABC to field a ball well.</li> <li>• To practise the correct batting technique: use hand – eye coordination to strike a moving and a stationary ball.</li> <li>• To throw and hit a ball in different ways (e.g., high, low, fast or slow).</li> </ul>
<b>Team games</b> <i>Taught through netball, volleyball and rounders</i>	<ul style="list-style-type: none"> <li>• To keep possession of a ball.</li> <li>• To learn concepts of attack and defence (e.g., in netball).</li> <li>• To move into good positions for catching and apply it in a game situation.</li> <li>• To develop fielding skills and understand their importance when playing a game.</li> <li>• To play in a competitive situation and to demonstrate sporting behaviour.</li> </ul>
<b>Gymnastics and dance</b>	<ul style="list-style-type: none"> <li>• To identify and practise the patterns and actions that match the chosen musical style.</li> <li>• To create partnered dances/gymnastic performances that reflect the style of the music.</li> <li>• To perform dances/gymnastic performances using a range of movement patterns.</li> <li>• To identify and practise body shapes.</li> <li>• To identify and practise symmetrical and asymmetrical body shapes.</li> <li>• To construct sequences using balancing and linking movements.</li> <li>• To use counterbalances and incorporate them into a sequence of movements.</li> <li>• To perform movements in canon and in unison.</li> <li>• To perform and evaluate own and others' sequences</li> </ul>

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<b>Evaluate and improve performance</b>	<ul style="list-style-type: none"><li>• Pupils can see how their work is similar and different to the work of others. They use this to improve their own work.</li></ul>
<b>Understanding of health and fitness</b>	<ul style="list-style-type: none"><li>• Pupils give reasons why they warm up before exercise and why physical activity is good for their health.</li></ul>

**Cultural capital links**

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<p><b><u>Experiences</u></b> During Y3 and 4 children get to experience a range of sports and activities. This ranges from participating in sporting events and leading/coaching peers</p>	<p><b><u>SMSC</u></b></p> <p><b>Spiritual</b> PE lessons include teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and an appreciation of sports from all around the world. Through dance, gymnastics and games across the school, pupils are encouraged to be creative, designing and creating their own small sided games or by expressing feelings and emotions in their dance and gymnastic performances. In PE lessons pupils are encouraged to delve deeper into their understanding of PE and the body and how it can be maximised to improve performance.</p> <p><b>Moral</b> Throughout various games pupils make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches students about code of conduct, rules, etiquette and fair play unwritten rules. Competitive games provide our sports leaders and other students with leadership opportunities. They develop the ability to tell between right and wrong through fair play in lessons, events and participating in other competitive situations. PE encourages students to be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team.</p> <p><b>Social</b> PE allows all pupils to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups. Giving the pupils roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication, leadership and mediation skills. Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas. Pupils are encouraged to develop their reasoning and decision making skills communicating with others and explaining concepts with each other. Through various different competitive games and competitions, pupils are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations.</p>	<p><b><u>British values</u></b></p> <p><b>Individual Liberty –</b> Within our lessons students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it. Leadership is another area that we look to develop within our students within lessons and extra-curricular activities.</p> <p><b>Democracy –</b> Within all lessons students get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. Students are encouraged to learn about democracy and allowing everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons.</p> <p><b>Mutual Respect –</b> Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe as well as students regularly being in charge of warm-ups and cool-downs. They are encouraged to respect everyone's abilities and performances during lessons and extra-curricular activities.</p> <p><b>Tolerance –</b> Students in PE use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. They are also taught about respecting students' different abilities and also the calls/judgements made by officials during games.</p> <p><b>The Rule of Law –</b> A key part of Physical Education lessons is about teaching students about rules, sportsmanship,</p>	<p><b><u>School values</u></b></p> <ul style="list-style-type: none"> <li>• <b>Resilience</b> is taught by exploring physical and mental resilience and how combining physically literate bodies with a growth mindset enables greater results when testing ourselves in self competition.</li> <li>• <b>Curiosity</b> is taught through allowing children to take ownership of their learning I.E within Dance being able choreograph a phrase with a group or being able to choose and use equipment safely and with purpose within other units of study.</li> <li>• <b>Respect</b> is taught through the idea putting other children's views and ideas in front of own to allow all children to feel valued and listened to when participating in team games.             <ul style="list-style-type: none"> <li>• <b>Kindness</b> is taught through playing in a</li> </ul> </li> </ul>
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	<p><b>Cultural</b></p> <p>Through participation in sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups. Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in. Some the ways we can learn about cultural learning in PE lessons include: learning about the developments of sports in different countries, learning where different sports originate from, exploring and respect a variety of different cultural dances.</p>	<p>etiquette and fair play. In every lesson students abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as fouls, penalties, cautions and red cards allowing students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.</p>	<p>sporting manner and considering other people's feelings when we compete against them, this includes celebrating in a considerate manner and congratulate those that win.</p>
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## Our Mission: To drive personal and academic excellence; everyone, every day.

### KS2: Subject content (National curriculum)

Pupils should continue to apply and develop a broader range of skills, learning how to use them 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.

### Year 5 – End points

<b>Fundamental skills/Physical literacy</b> <i>Taught through hockey and handball</i>	<ul style="list-style-type: none"> <li>• To use the correct technique to run at speed.</li> <li>• To identify and apply techniques of relay running.</li> <li>• To explore different footwork patterns (e.g. run up in different athletic disciplines).</li> <li>• To throw with accuracy and power.</li> <li>• To develop skills in a range of passes and understand which pass to use when.</li> </ul>
<b>Team games</b> <i>Taught through hockey and handball</i>	<ul style="list-style-type: none"> <li>• To develop an understanding of different rules in different sports.</li> <li>• Begin to identify links between tactics in similar sports (e.g. attacking in handball, hockey and football).</li> <li>• To understand the importance of 'getting free' in order to receive a pass.</li> <li>• To recognise which positions are attacking and defending and understand the skills needed for each position.</li> <li>• To show good techniques in competitive situations.</li> </ul>
<b>Gymnastics and dance</b>	<ul style="list-style-type: none"> <li>• To show fluency in the previous objectives adapting a more personalised interpretation of different movements and patterns.</li> <li>• To perform a more complex dance using a range of movement patterns.</li> <li>• To perform and evaluate own and others' work.</li> <li>• To show fluency in the previous objectives adapting a more personalised interpretation of different movements and patterns.</li> <li>• To perform more complex routines, including a variety of travel, balance and holds with control and timing.</li> <li>• To perform and evaluate own and others' sequences.</li> </ul>

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Evaluate and improve performance	<ul style="list-style-type: none"> <li>Pupils compare and comment on skills, techniques and ideas used in own and others' work and use this understanding to improve their performance.</li> </ul>
Understanding of health and fitness	<ul style="list-style-type: none"> <li>Pupils explain and apply basic safety principles in preparing for exercise. They describe the effects exercise has on their own bodies and how it is valuable to their own health and fitness.</li> </ul>
<b>Year 6 – End points</b>	
<b>Fundamental skills/Physical literacy</b> <i>Taught through tag rugby, netball, strike and field, athletics and ultimate frisbee</i>	<ul style="list-style-type: none"> <li>To investigate running styles and changes of speed.</li> <li>To practise throwing with power and accuracy.</li> <li>To pass and carry a ball using balance and coordination.</li> <li>To throw and catch under pressure.</li> <li>To apply the correct power and accuracy when sending objects varying distances.</li> </ul>
<b>Team games</b> <i>Taught through tag rugby, netball and ultimate frisbee</i>	<ul style="list-style-type: none"> <li>To understand the basic rules of tag rugby, finding similarities and differences with other sports.</li> <li>To work as a team, using ball-handling skills to achieve the intended outcome.</li> <li>To apply rules and skills to play a variety of different games.</li> <li>To play in a tournament and work as a team, using tactics in order to beat another team.</li> <li>To utilise all the skills learned in a variety of competitive situations.</li> </ul>
<b>Gymnastics and dance</b>	<ul style="list-style-type: none"> <li>To show fluency in the previous objectives adapting a more personalised interpretation of different movements and patterns.</li> <li>To perform a more complex dance using a range of movement patterns.</li> <li>To perform and evaluate own and others' work.</li> <li>To show fluency in the previous objectives adapting a more personalised interpretation of different movements and patterns.</li> <li>To perform more complex routines, including a variety of travel, balance and holds with control and timing.</li> <li>To perform and evaluate own and others' sequences.</li> </ul>
Evaluate and improve performance	<ul style="list-style-type: none"> <li>Pupils analyse and comment on skills, techniques and ideas and how these are applied in their work and the work of others. They modify and refine skills and techniques to improve their performance.</li> </ul>
Understanding of health and fitness	<ul style="list-style-type: none"> <li>Pupils explain how their body reacts during different types of exercise. They warm up and cool down in ways that suit the activity. They explain why regular safe exercise is good for their fitness and health.</li> </ul>
<b>Swimming</b>	<ul style="list-style-type: none"> <li>Swim competently over 25 metres. Use a range of strokes effectively. Perform safe self rescue operations.</li> </ul>
<b>Outdoor adventure activities</b> <i>Multiple opportunities throughout KS2</i>	<ul style="list-style-type: none"> <li>Participate in challenging outdoor and adventure activities as a team (raft building, orienteering and canoeing) and individually (rock climbing).</li> </ul>

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Cultural capital links

Experiences

During Y5 and Y6 children can access a range of competitive and non-competitive experiences. Children access life skills such as swimming and Bike ability sessions. All children are expected to have represented school by the time they leave Y6. We also have a variety of visitors who

SMSC

**Spiritual**

PE lessons include teamwork, self-reflection, aspirations to improve performance, rules, sportsmanship and etiquette and an appreciation of sports from all around the world. Through dance, gymnastics and games across the school, pupils are encouraged to be creative, designing and creating their own small sided games or by expressing feelings and emotions in their dance and gymnastic performances. In PE lessons pupils are encouraged to delve deeper into their understanding of PE and the body and how it can be maximised to improve performance.

**Moral**

Throughout various games pupils make choices regarding rules, sportsmanship and choices including teams, tactics and positions. PE teaches students about code of conduct, rules, etiquette and fair play unwritten rules. Competitive games provide our sports leaders and other students with leadership opportunities. They develop the ability to tell between right and wrong through fair play in lessons, events and participating in other competitive situations. PE encourages students to

British values

**Individual Liberty –**

Within our lessons students are taught about self-discipline and that to be successful you must work hard, show resilience and have a growth mind-set that anything can be achieved if you put your mind to it. Leadership is another area that we look to develop within our students within lessons and extra-curricular activities. Students in year 5 & 6 have the opportunity to take part in a sport leaders activities where they learn about the rules of sports and leadership and how they can ensure this is represented throughout school.

**Democracy –**

Within all lessons students get the opportunity to have their opinions heard amongst their peers when discussing topics and current issues and tactics. Students are encouraged to learn about democracy and allowing everyone the opportunity to have their say. This is often seen through feedback and peer and self-analysis tasks within lessons.

**Mutual Respect –**

School values

- **Resilience** is taught by exploring physical and mental resilience and how combining physically literate bodies with a growth mindset enables greater results when testing ourselves in self competition.
- **Aspiration** is taught through allowing children to take ownership of their learning I.E within Dance being able choreograph a phrase with a

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provide workshops on inclusivity in sport, health and nutrition, mental health and wellbeing.	<p>be understanding of the ability of others and the need to be supportive rather than critical when playing as part of a team.</p> <p><b>Social</b> PE allows all pupils to develop the necessary skills to work in teams or pairs as the majority of activities are based around team games or creating sequences in groups. Giving the pupils roles such as: leaders, coaches, umpires or referees offers them the opportunity to develop communication, leadership and mediation skills. Problem solving skills and teamwork are fundamental to PE through creative thinking, discussion, performance of, and the explanation and presentation of ideas. Pupils are encouraged to develop their reasoning and decision-making skills communicating with others and explaining concepts with each other. Through various different competitive games and competitions, pupils are encouraged to work with and socialise with a variety of other children they may not normally choose to mix with in classroom situations.</p> <p><b>Cultural</b> Through participation in sporting festivals and competitions, children are exposed to a wider range of social, economic and ethnic backgrounds, helping them to develop their understanding and tolerance of these different groups. Actively supporting charitable events, such as Sport Relief, children will become more aware the wider world they live in. Some the ways we can learn about cultural learning in PE lessons include: learning about the developments of sports in different countries, learning where different sports originate from, exploring and respect a variety of different cultural dances</p>	<p>Individuals are encouraged to make sensible and informed choices in lessons and to take ownership and leadership for this. This is demonstrated through ensuring the working environment is safe as well as students regularly being in charge of warm-ups and cool-downs. They are encouraged to respect everyone's abilities and performances during lessons and extra-curricular activities.</p> <p><b>Tolerance –</b> Students in PE use of a range of social skills in different contexts, including working and socialising with students from different religious, ethnic and socio-economic backgrounds. They are also taught about respecting students' different abilities and also the calls/judgements made by officials during games.</p> <p><b>The Rule of Law –</b> A key part of Physical Education lessons is about teaching students about rules, sportsmanship, etiquette and fair play. In every lesson students abide by the rules and regulations, gaining a good understanding of rules of each sport and the importance of infringements such as fouls, penalties, cautions and red cards allowing students to understand the consequences of their actions which in turn helps students apply this understanding to their own lives.</p>	<p>group or being able to choose and use equipment safely and with purpose within other units of study.</p> <ul style="list-style-type: none"> <li>• <b>Respect</b> is taught through the idea putting other children's views and ideas in front of own to allow all children to feel valued and listened to when participating in team games.</li> </ul>
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