



Physical Education Curriculum

“Sport teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose - it teaches you about life.” Billie Jean King

INTENT	
 Alignment to National Curriculum	At Abbey Primary School the physical education curriculum is coherently planned, broad and ambitious and, as a result of our enriching extracurricular offer, goes above and beyond the requirements of the National Curriculum. Our high-quality curriculum inspires all pupils to succeed in competitive sport and other physically demanding activities, both within and outside of school. We know that every child, including those with SEND, needs the opportunity to take part in physical activity on a regular basis to become confident and competent. It is our aim to instill a desire for them to lead healthy, active lives. The PE curriculum is designed to ensure that pupils develop progressively in all three pillars of the curriculum. These are: - Motor Competence – knowledge of a range of effective fine and gross movements that become increasingly sport and physical activity specific. These are fundamental to pupils being able to participate in daily activities, in all aspects of their lives, as well as in play and physical activity. Pupils are provided with well-designed opportunities to practise these competences, as well as to give and receive feedback about how to improve. - Rules, Strategies and Tactics – knowledge of the conventions of participation in different sports and physical activities. Children are taught to move strategically, intelligently and competently. The explicit teaching of rules and tactics allows pupils to make informed decisions about how to move, where to move and why. Whilst some physical activities do not have rules or tactics, they do have strategies for success and, whilst not as time dependent as tactics, they support pupils’ success in all aspects of their development. - Healthy Participation – knowledge of safe and effective participation. This enables pupils to make informed decisions in relation to their health and safety during physical activity. As well as learning about their bodily responses to exercise, they also learn how to participate positively and inclusively, thereby building their self-esteem, teamwork and positive values and attitudes, not only in PE, but across all curriculum areas.
 Curriculum End Points	To achieve a broad and balanced curriculum, carefully considered content has been identified to enable progression across the three pillars and domains. Content is sequenced so that pupils build on secure, existing knowledge. Pupils are taught to transfer their knowledge to the different domains of PE to develop a deep, rich understanding. EYFS pupils have the opportunity to: - Negotiate space and obstacles safely, with consideration for themselves and others - Demonstrate strength, balance and coordination when playing - Move energetically; running, jumping, dancing, hopping, skipping and climbing Key Stage 1 pupils are taught to: - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, 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 continue to apply and develop a broader range of skills in different contexts and ways: - Use running, jumping, throwing and catching in isolation and in combination - Play competitive games and apply basic principles suitable for attacking and defending - Develop flexibility through strength, technique, control and balance - Perform dances through a range of movement patterns - Take part in outdoor and adventurous activity challenges, individually and as a team - Compare their performances with previous ones and demonstrate improvement to achieve their personal best Therefore, when they enter Key Stage 3 they will be ready to: - Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games - Develop their technique and improve their performance in other competitive sports - Perform dances using advanced dance techniques within a range of dance styles and forms - Take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group - Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best - Take part in competitive sports and activities outside school through community links or sports clubs.
 Sequencing	Abbey Primary School’s physical education curriculum has been designed to ensure progression across a range of disciplines, but with adequate time to master the intended knowledge. For example, the fundamental movement skills, which include locomotor (such as running and jumping), stability (such as twisting and balancing) and manipulation (such as throwing and catching) are prioritised within the Early Years Foundation Stage and progress from simple to complex as pupils develop across Key Stages 1 and 2. Lessons are carefully sequenced allowing pupils to build on secure, pre-requisite knowledge. By comparing and contrasting their approach between different domains, pupils develop a deep understanding. The curriculum provides explicit teaching of declarative knowledge (knowing ‘what’) and procedural knowledge (knowing ‘how and when’) so pupils develop through different domains. PE lessons include clear instruction, opportunities to practice and the receipt of incisive feedback. Once pupils have had sufficient time to master specific knowledge and skills, as a result of explicit instruction, time to practice and clear feedback, they are taught to apply this across a range of domains. Competence and confidence in physical education directly impacts pupils’ motivation, thereby fostering their desire to participate fully and ‘get better’. Specific vocabulary is identified and taught progressively to maximise pupils’ expertise, participation and inclusion in all aspects of the subject.



PE for All

Physical Education is at the heart of the school community due to its cruciality for developing the whole child, including their social, emotional, physical and educational needs. All pupils, regardless of gender, background, special educational needs or prior experience access a broad and balanced PE curriculum.

The school's extra-curricular offer ensures that ALL pupils are encouraged and enabled to access PE outside of school, as well as in lessons. The outdoor environment offers a wide range of fixed and interchangeable equipment accessible to pupils during breaks and lunchtimes. External coaches and lunchtime leaders are deployed to provide organised activities, as well as extracurricular clubs, with the aim of encouraging the participation of all and increasing pupils' activity levels.

Pupils with SEND

Effective curriculum planning in PE makes specific adaptations based on pupils' identified needs across the four broad areas of need. Lessons are adapted purposefully, where necessary, so that pupils' achievement is never artificially limited. In addition, other pupils are actively taught to understand and empathise with the needs of others by participating in inclusive games and sports.

Ambitious outcomes for pupils with SEND are enabled as a result of detailed progression in all strands of the PE curriculum which ensures that the progress they make follows the same pathway as their peers.

Our Physical Education curriculum develops pupils who:

- Know how to live healthy, active lives and understand the importance of doing so
- Develop confidence and competence in the fundamental skill of movement and build progressively on these at each phase of their education
- Play age-appropriate competitive games as individuals and as part of a team
- Develop flexibility, stamina and strength through a variety of games, athletics, dance, gymnastics, outdoor and adventurous activities.
- Are able to evaluate their own performances and those of others.
- Swim at least 25 metres

