Curriculum Summary

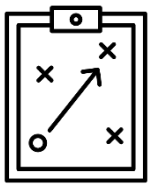
Physical Education



Subject Intent

The subject intent of physical education (PE) is to develop physical competence, inspire excellence in sports and activities, and foster healthy, active lives. It aims to build confidence and character by teaching foundational movement skills, healthy practices, and values such as teamwork, fairness, and respect through diverse competitive and co-operative physical activities. By engaging with physical education pupils will achieve in physical activities, a variety of sports and in competitive sport. Children should be provided with opportunities for acquiring physical confidence which supports their health and fitness as well as activities that build character, competitiveness and the values of fairness and respect.

Disciplines of Physical Education

			
Inclusivity- Sporting and Social Values	Health and Fitness	Fundamental Movement Skills	Rules, Strategies, Competition and Tactics

Structure

The PE curriculum begins from Nursery and is progressive as the children move through school with sports covered across year groups to deepen skill coverage in line with physical development. The focus on PE within EYFS is on developing coordination, fine motor skills, core strength, gross motor skills within a range of resources and activities. Within that developing social skills to help children understand turn taking, communication and teamwork. Children participate in adapted sports day activities to enable fidelity across the event. Opportunities to engage with physical education are built into pupils' continuous provision daily, allowing pupils to explore motor function, movement and flexibility. Units chosen within the PE curriculum overview align with objectives in Development Matters and the Early Years Framework.

The overall PE curriculum will follow a play, move and compete structure to develop sporting ability, enabling children to gain confidence and comprehension of sporting competence. The new overview is a very carefully crafted sports education scheme that include objectives such as movement (catching, running, jumping and throwing), team games (tactics of attack and defence), dance, competitive games (multi sports), flexibility (strength, technique, control and balance) and outdoor adventurous play.

Key Stage 1 – Children are enabled to create a positive approach to PE at this early stage in their school lives. Lessons ensure children have the opportunity to develop their co-ordination, control, manipulation and movement. Using the National Curriculum as a framework, children acquire the knowledge, skills and understanding necessary in Key Stage 1.

Key Stage 2 - Children are encouraged to further build upon their positive approach to PE following development in Key Stage 1. They will have the opportunity to explore and develop their knowledge and techniques from a wide range of sports and PE activities. The curriculum overview and delivery of activities will include games (invasion, striking and fielding, as well as net and wall games), gymnastics, dance, outdoor adventures and athletics. As such, the programme places a firm emphasis on enjoyment and development of health and fitness, for all children to establish a long-lasting interest in maintaining healthy lifestyles.

Physical Education and Disciplinary Concepts within Rising Stars and Rapid Risers

Our curriculum in Rapid Risers and Rising Stars is based on a child-centred, tailored, specific and individualised approach to learning and teaching. Whilst recognising that children who access our internally enhanced provisions are not fully accessing the National Curriculum, the Equals curriculum has been developed so that key foundational disciplinary concepts are still a part of their curriculum to ensure they are developing foundational knowledge to support them in acquiring the knowledge skills and key concepts that feature within the national curriculum. Our

curriculum focuses on the holistic development of a child's social, emotional, cognitive and physical needs and embraces a healthy balance between explicitly taught knowledge and concepts through adult-directed activities, and ensuring children have opportunities to develop through child-initiated play.

Rapid Risers: Semi Formal Curriculum

The independent skills needed to access learning are developed through the semi formal curriculum relating to the progression of fine and gross motor skills that can then be applied to different subjects. This includes 'getting ready to write' following a progressive program across the years of using the shoulder, elbow, wrist and other tasks to progress fine motor skills to those body parts . Fine motor skills are further developed through art, design and craft activities (using tweezers, pins whole punches, collage, tracing, printing, moulding, coiling, origami and stencils) once again progressively planned throught the curriculum.

The completions of tasks and activities (handwriting, play, art and technology) that develop coordination appropriate for the level of development including bilateral coordination, crossing the midline and hand, eye coordination. These will support participation in physical education.

Travel training, including using balance bikes, navigating obstacles and orienteering skills in making a safe journey.

In key stage one through the early years and nursery, children can access and use a climbing wall and frame regularly to advance core strength, flexibility and coordination.

The use of physical equipment in continuous provision cater for range of movements including trampolines, trikes, scooters and balance bikes. These are used daily and also form part of the social skills of physical education in terms of team working and turn taking.

Daily play is considerately resourced for both the outdoors and the indoors fostering independence through a range of activities and physical movements.

Children in year four and six have the opportunity to access swimming as part of their physical edcucation curriculum.

Children in SEND provision can still maintain their participation within the EdStart physical education programme both through their coach lead session and the teacher lead session.

Accessing school sporting events through the Bury School Sports Partnership calendar, including attendance at a Boccia tournament, a Holcombe Peel tower hike and additional events.

After school sports clubs adapted for SEN and delivered specifically for SEN.

School Sports Day adaptations allow for personalised and accessible sports. Children understand the accessibility that still maintains fidelity to the sporting technique whilst also adhering to the school principles of Embracing Challenge and Celebrating Individual Difference.

Across the curriculum, opportunities are purposefully planned to support the chance to practice understanding instructions and responding to signals

Rising Stars: Formal Curriculum

Accessing the Edstart physical education curriculum with the mainstream class, making appropriate adaptations where relevant. These include coach lead sessions and teacher lead sessions. Children in SEND provision can still maintain their participation within the EdStart physical education programme both through their coach lead session and the teacher lead session.

Dough disco as well as play and leisure. Daily play is considerately resourced for both the outdoors and the indoors fostering independence through a range of activities and physical movements.

'Physical wellbeing unit' covering routines, using equipment safely and a range of sporting techniques (running, jumping, throwing, catching and dribbling)

'Physical wellbeing unit' including a range of sports (tag rugby, boccia, balloon volleyball, balance, gymnastics, tai chi and yoga).

'Healthy eating and healthy lifestyles' unit covering nutrition, healthy food, sorting food categories, healthy choices, sleep and hygiene.

'Mental health and well-being unit' including feeling happy, feeling relaxed, sharing interests, emotions, self-esteem and confidence.