



**"Learn. Believe. Achieve."**  
*Resilient, Persistent, Self-Motivated, Creative  
 Risk Takers, Good Citizens, Entrepreneurial*

### PE Curriculum Statement of Intent:

We aim to give our children a life-long love for sports, creating a lasting legacy of fitness, health and well-being. We inspire our children to be the best athletes they can be through aspirational figures from the world of sport and actively build positive sporting relationships within the community. We aim to develop our children's social, emotional and thinking skills to give them the tools to develop into a physical literate child. We instill a desire in our pupils to be successful in all they do and promote a healthy competitive attitude to help them succeed in all areas of life.

| KS1 National Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | KS2 National Curriculum                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Statutory Physical Health and Well-Being in PE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul> | <p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• 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</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> | <p><b><u>Physical Health and Fitness</u></b></p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul> <p><b><u>Healthy Eating</u></b></p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> <li>• Understanding the importance of a healthy relationship with food.</li> </ul> <p><b><u>Health and Prevention</u></b></p> <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom.</li> <li>• The impact of poor sleep on weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and scientific evidence relating to vaccination and immunisation.</li> <li>• The introduction of topics relating to vaccination and immunisations</li> </ul> <p><b><u>Basic First Aid</u></b></p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first aid, for example dealing with common injuries, including head injuries</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p><b><u>Moving and Handling</u></b></p> <p>Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p><b><u>Health and Self Care</u></b></p> <p>Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|        | Autumn 1<br> | Autumn 2<br> | Spring 1<br> | Spring 2<br> | Summer 1<br> | Summer 2<br> |
|--------|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Year R |                                                                                               |                                                                                               | Movement to Music<br>Dance unit 2                                                              | Movement to Music Dance<br>Unit 2                                                               | Games unit 2                                                                                    | Athletics/Sports<br>Day Practice                                                                |
|        |                                                                                               |                                                                                               | Introduction to PE: UNIT 2                                                                     | Fundamentals Unit 2                                                                             | Gymnastics Unit 2                                                                               |                                                                                                 |
|        | Marcus Rashford                                                                               |                                                                                               | Nadia Comaneci: Gymnast                                                                        |                                                                                                 | Venus Williams                                                                                  |                                                                                                 |
| Year 1 | Body Management<br>(Gymnastics)                                                               | Body Management<br>Yoga                                                                       | Ball Skills                                                                                    | Net wall                                                                                        | Striking and Fielding                                                                           | Athletics/Sport<br>s Day                                                                        |
|        | FMS                                                                                           | Sending and receiving                                                                         | Movement to music<br>(Dance)                                                                   | Body Management<br>(Gymnastics)                                                                 | Team Building                                                                                   |                                                                                                 |
|        | Simone Biles                                                                                  |                                                                                               | Serena Williams                                                                                |                                                                                                 | Usian Bolt                                                                                      |                                                                                                 |
| Year 2 | Fundamentals<br>(Action Mat)                                                                  | Body Management<br>Gymnastics                                                                 | Fitness                                                                                        | Net Wall                                                                                        | Invasion Games                                                                                  | Athletics<br>Sports Day                                                                         |
|        | Movement to Music<br>Dance                                                                    | Ball Skills                                                                                   | Striking and Fielding<br>Cricket                                                               | Team Building                                                                                   | Target Games                                                                                    |                                                                                                 |
|        | Dame Sarah Storey: Swimmer and Cyclist                                                        |                                                                                               | Lucy Shuker                                                                                    |                                                                                                 | Jessica Ennis-Hill: Athlete                                                                     |                                                                                                 |



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*Brightest. Persistent. Self-Motivated. Creative.*

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| Year 3 | Invasion Games (Rugby)         | Movement to Music              | Body Management<br>Gymnastics    | Balls Skills                        | Swimming                          | Net Wall<br>Tennis    |
|        | Fundamentals                   | Para Games                     | Health and Fitness               | Target Games<br>Dodgeball           | Striking and Fielding             | Athletics             |
|        | Kylie Grimes                   |                                | Nichola Adams                    |                                     | Ellie Simmonds                    |                       |
| Year 4 | Fundamentals                   | Movement to Music              | Health and Fitness               | Balls Skills                        | Swimming                          | Net Wall<br>Tennis    |
|        | Invasion Games<br>(Basketball) | Body Management)<br>Gymnastics | Striking and Fielding<br>Cricket | Target Games<br>Tri-Golf            | Invasion(Netball)                 | Athletics             |
|        | Tom Daley                      |                                | Tiger Woods                      |                                     | Andy Murray                       |                       |
| Year 5 | Movement to Music              | Invasion Games<br>(Hockey)     | Net Wall<br>(Badminton)          | Striking and Fielding<br>(Rounders) | Swimming                          | OAA                   |
|        | Target Games<br>Dodgeball      | Net Wall<br>Volleyball         | Body Management<br>Gymnastics    | Net Wall<br>(Tennis)                | Invasion<br>Netball               | Athletics             |
|        |                                | Joy and Move SBFC              | Joy and Move SBFC                | Joy and Move SBFC                   |                                   |                       |
|        | Anthony Joshua                 |                                | Lionel Messi                     |                                     | Alex Scott MBE                    |                       |
| Year 6 | Invasion<br>Basketball         | Target Games<br>Dodgeball      | Invasion Games<br>Netball        | Body Movement<br>(Gymnastics)       | Swimming                          | Sports Day/ Athletics |
|        | Fitness                        | Movement to Music              | Striking and Fielding            | Net Wall<br>Tennis                  | Striking and Fielding<br>Rounders | OAA                   |
|        | Kobe Bryant                    |                                | Billy Jean King                  |                                     | Dina Asher-Smith                  |                       |



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### School Games Values

**Determination:** Keep going no matter what. Determination is about the journey you go on to push yourself and achieve your dreams. Have the mental strength and the self-discipline to overcome obstacles, commit to your goals and keep working every day to become the very best you can be. Don't hold back.

**Honesty:** Be Honest with others and with yourself. Have the courage to do the right thing. Be truthful and promote fairness in every situation.

**Passion:** Giving it 100%, putting your heart and soul into whatever you are doing and never giving up. Care about what you do and the people around you, and approach each opportunity with enthusiasm and positivity.

**Respect:** Treating others politely and with understanding. Accepting life's 'ups and downs' with grace. Respect every day, in everything you do and for everyone around you.

**Self-Belief:** You've got to believe to achieve. Have the self-belief and confidence to succeed and reach your personal best.

**Teamwork:** Treat everyone equally, support each other and work together to have fun and achieve. Celebrate each other's success. Be a good friend and a positive team player in school, sport and life.



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|                  | Beacon 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Beacon 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Beacon 3                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>Knowledge</b> | Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment effectively. Children can hop confidently and skip in time to music Children know about and can make healthy choices in relation to healthy eating and exercise. Children play group games with rules. Pupils develop fundamental movement skills and begin to develop their agility, balance and coordination skills. | Pupils should continue to develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils begin to apply and develop a broad range of skills and begin to understand how to link them to a range of movement. | 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. |

|               | Key Skills and Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|               | Beacon 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Beacon 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Beacon 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Skills</b> | <p><b>Non-Negotiable Key Skills:</b></p> <ul style="list-style-type: none"> <li>Hold a balance with control</li> <li>Walk, run, hop, skip and jump with control</li> <li>Accurate overhand and underhand throws</li> <li>Catch a large ball</li> <li>Begin to use bats and rackets effectively</li> <li>Explore a wide range of body movements in the context of dance, showing personal response to stimuli</li> <li>Positive participation in team games</li> <li>Show confidence in water by floating flat on the front and back (with or without a flotation device)</li> <li>Develop social, emotional and thinking skills</li> </ul> <p><b>Well-Being in PE:</b></p> <ul style="list-style-type: none"> <li>I can identify healthy and unhealthy snacks</li> <li>I am able to prepare a healthy snack for a selected meal e.g. breakfast/lunch/dinner</li> <li>Recognise and describe how the body feels during and after different physical activities.</li> <li>Understand that regular exercise is important for mental and physical well-being.</li> <li>Identify who to take to about our mental health and well-being</li> <li>Begin to understand why we warm-up and cool-down.</li> <li>Explain what I need to stay healthy.</li> <li>Move around equipment safely</li> <li>Carry and place equipment safely</li> </ul> | <p><b>Non-Negotiable Key Skills:</b></p> <ul style="list-style-type: none"> <li>Hold a range of balances within a sequence</li> <li>Move appropriately in game situations</li> <li>Throw accurately and make appropriate throwing choices in game situations</li> <li>Use bats and rackets effectively in game situations</li> <li>Catch objects ranging in size and weight</li> <li>Dance showing awareness of position, control, timing and sequence</li> <li>Show an understanding of attacking and defending in team games</li> <li>Swim 15m unaided</li> <li>Develop social, emotional and thinking skills</li> </ul> <p><b>Well-Being in PE:</b></p> <ul style="list-style-type: none"> <li>I understand what constitutes a healthy diet and how it supports my physical and mental wellbeing</li> <li>I am able to plan and prepare a range of meals e.g. breakfast and lunch</li> <li>Begin to identify the different food groups.</li> <li>Describe how the body reacts at different times and how this affects performance.</li> <li>Explain why exercise is good for your health and well-being.</li> <li>Identify who to talk to about our mental health and well-being</li> <li>Know some reasons for warming up and cooling down.</li> </ul> | <p><b>Non-Negotiable Key Skills:</b></p> <ul style="list-style-type: none"> <li>Hold a range of balances both on and off equipment, showing control</li> <li>Effectively evaluate own movement within game situations and work on improvements</li> <li>Effectively evaluate own throwing skills within game situations and work on improvements</li> <li>Catch and strike effectively in game situations and evaluate own performance, identifying areas for development and practise</li> <li>Evaluate own performance in team games based on attacking and defending skills and identify areas for development and practise</li> <li>Choreograph dance sequences in response to stimuli, focusing on position, control, timing and sequence</li> <li>Swim 25m unaided</li> <li>Develop social, emotional and thinking skills</li> </ul> <p><b>Well-Being in PE:</b></p> <ul style="list-style-type: none"> <li>Understand calories and nutritional content to describe what constitutes a healthy diet</li> <li>Able to identify the different food groups and what foods belong to them</li> <li>Begin to describe ways in which diet can have both positive and negative effects on my health and wellbeing</li> <li>Confidently prepare a weekly healthy food diary taking into account the suggested calorie intake for males and females (discuss how it can different depending on, height and weight)</li> <li>Understand the importance of warming up and cooling down.</li> <li>Carry out warm-ups and cool-downs safely and effectively.</li> <li>Understand why exercise is good for health, fitness and wellbeing.</li> <li>Name different ways they can become healthier.</li> <li>Identify who to take to about our mental health and well-being</li> <li>Use and locate major muscle in the body e.g. knowing biceps and triceps are in the arm</li> </ul> |



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|     | <b><u>Social</u></b><br>Physically competent<br>Grows and develops<br>Physically active<br>Competitive                                                                                                                                                                                                                                | <b><u>Emotional</u></b><br>Involved and engaged<br>Grows socially and emotionally<br>Builds character and values<br>Leads a healthy active lifestyle                         | <b><u>Thinking</u></b><br>Decision maker<br>Analytical-deep understanding<br>Confident<br>Creative                                                                                                                                                                       |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| KS1 | Develop fundamental movement skills<br>Become increasingly competent & confident & access a broad range of opportunities<br>Extend agility, balance & coordination, individually & with others<br>Engage in competitive (against self & others) and cooperative physical activities in a range of increasingly challenging situations | Able to make simple decisions and be aware of what they need to do to improve<br>Be creative when using and developing skills and tactics in simple sequences and activities | Able to engage in competitive (against self & others) & cooperative physical activities in a range of increasingly challenging situations<br>Keen to participate in activities and clubs both in school and in the wider community                                       |
| KS2 | Should continue to apply and develop a broad range of skills<br>Develop flexibility, strength, technique, control and balance                                                                                                                                                                                                         | Should enjoy communicating, collaborating and competing with each other<br>Keen to continue participating in activities and clubs both in school and in the wider community  | Learn how to use a broad range of skills in different ways to link them to make actions and sequences of movement<br>Should develop an understanding of how to improve different physical activities and sports<br>Learn how to evaluate and recognise their own success |