



Intent

Our Physical Education curriculum aims to inspire, motivate and challenge children to be physically confident and be the best that they can be. We strive for **all** children to leave Parkroyal physically literate and have the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

Design

Our curriculum is designed to:

- motivate, inspire and engage pupils in regular physical activity
- meet the requirements of the national curriculum
- encourage our children to lead an active and healthy lifestyle now and into the future
- ensure that the pupils' understand that sport can support and positively impact on their own mental health and well being
- Build self-esteem, confidence, resilience and promote teamwork and cooperation amongst pupils
- challenge pupils to achieve within the sport they participate in
- ensure pupils know that they can transfer their skill based knowledge across a wide range of sports
- our PE curriculum is delivered through high-quality, equitable teaching, with an emphasis on learning strategies to support all students.
- enable pupils to utilise their acquired skills in competition
- actively encourage pupils to be young leaders and apply the rules and values of sport
- be broad and balanced

Implementation

EYFS

EYFS Statutory Educational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives.

During early years children develop an understanding of fundamental skills through games and are provided opportunities for play both indoors and outdoors. Physical activity focuses on children developing their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination. Physical development is taught discretely through the continuous and outdoor provision and overtly planned for through a variety of media (examples of which might include PE Passport, Dough disco and proprioception).

KS1

In Key Stage One children build upon the fundamental skills taught in Early Years. Children will develop an understanding of basic skills and apply these competently in a range of physical activities. Children will be taught the values of sport and begin to apply these to understand rules and boundaries. The importance of them leading a healthy lifestyle and taking part in regular physical activity is continued to be embedded. Children in Key Stage One will know what success looks like for themselves and others.

KS2

In Key Stage Two children will apply skills effectively in different situations and within a wide range of physical activities. The values of sport will be utilised by the children to extend knowledge of rules and boundaries and apply these in becoming young leaders. Children will know how to lead a healthy lifestyle and challenge themselves within regular physical activity. Children in Key Stage Two will be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best. Children will have a deep and rich understanding of different sports and physical literacy to become Key Stage Three ready and have a positive attitude for lifelong participation in physical activity.

Dance

Dance is taught progressively from Early Years through to Year 6 with children progressing from simple to a range of movement patterns. The teaching of dance is thematic and can be cross curricular: providing children with a greater understanding of the social and cultural aspects of dance as well as experiencing the diversity within this field.

Gymnastics

Gymnastics is taught progressively from Early Years through to Year 6. The units of planning are age appropriate, to reflect and challenge children's physical competencies - flexibility, strength, technique, control and balance. The three main strands-movement, balance and partner group work- of gymnastics are carefully planned for, ensuring progression and coverage.

Games

The planning of games lessons is driven by the key strands: Invasion Games, Striking and Fielding, Net and Wall, Fundamental Movement Skills/Athletics and Outdoor Adventurous Activities. The PE end points have been designed for each strand.

Games teaching is predominantly skill and fundamental based in Early Years and Key Stage One to ensure children can competently apply these in a multitude of physical activities in Key Stage Two.

In Key Stage Two a range of sports are planned for and most sports are replicated; this ensures that skills are revisited and practised in order to apply them to competitive game based situations within lessons, within our own community and beyond. The diverse range of sports covered helps develop a sense of awareness for our pupils and promotes equity for all.

Swimming

Children at Parkroyal will attend swimming lessons in Upper Key Stage Two. They will receive two terms of swimming provision. Pupils who are not yet swimming at the expected standard may attend additional lessons. This ensures that our children leave Parkroyal meeting the national curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and perform safe self-rescue in different water-based situations.

New Sports

Throughout KS2 pupils will be exposed to a range of new sports; sports that do not appear on the long term planning and that do not feed into an endpoint. There are also planned opportunities within the year for pupils to learn and try new sports that are different from or unique to them.

Extra Curricular and competition

At Parkroyal our Physical Education curriculum is tailored to support our extensive extra curriculum provision. Children are engaged in a wide range of extra curricular sport and activity; with many of these preparing children for forthcoming competitions. There is a comprehensive calendar of sporting events and a large number of children regularly represent the school in these.

Our P.E. curriculum, extra curricular provision and competition calendar are recognised and celebrated through the awarding of the School Games Mark.

Planning

At Parkroyal Physical Education is delivered by the class teacher.

Qualified coaches are utilised to develop teachers professional development and enhance children's learning where appropriate.

The teaching of P.E. is supported through the use of Primary PE Passport and other resources are used to supplement the planning (e.g. Tops PE cards, Wirral scheme of work, Embrace PE). The use of the passport is closely monitored by the subject lead and is tightly followed by teachers.

Lessons in PE are planned with a commitment to ensuring disadvantaged youngsters have proportional representation in all aspects to develop cultural capital and life skills.

Our PE curriculum ensures all children, including those with additional needs, can participate fully and have their voices valued, celebrating linguistic diversity.

End points

The end points for PE have been designed with the strands and disciplines at the forefront. There is one end point per year group, per discipline: dance, gymnastics, invasion games, net and wall, striking and fielding, OAA, fundamental movement skills and athletics. The end points will be met after a combination of different units, for example: in year 6, pupils will participate in three different sports within invasion games but there is one end point to be met for invasion games.

Below is a copy of our curriculum design in line with the endpoints.

[PE Curriculum](#)

Assessment

Teachers will assess pupil progress against the end points and record judgements at three points of the year, end of: Autumn term, Spring term and Summer term.

Pupils will reflect on their learning throughout each unit of PE and be encouraged to talk confidently using specific PE vocabulary. In Year 6 the pupils will demonstrate their understanding and knowledge through their own PE passport; recording either written or verbal responses to assessment based questions or scenarios.

PE Policy

[25/26 PE Policy](#)