

Physical Education

INTENT - to what do we aspire for our children?

Key Stage 1

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 coordination, and begin to apply these in a range of activities, participate in team games, develop simple tactics for attacking and defending, perform dances using simple movement patterns.

Key Stage 2

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.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively [for example, front crawl, backstroke and breaststroke], perform safe self-rescue in different water-based situations.

Source: National Curriculum

At HPPS, PE develops the school's 4 key drivers in the following ways:

Excellence

- Articulate the skills progression of their learning and their next steps towards their target
- Peer-on-peer coaching incorporating effective social conventions i.e. feedback, kindness, reflection
- Representation at a high level in sports competitions with a constant emphasis on aspiration
- Create passionate, driven and ambitious young sports people who continue participating in PE beyond primary school

Community

- Create an aspirational PE community within our school
- Older children are aspirational role-models for the younger ones
- High level of engagement with parents who understand the progression of their children's learning
- Strong links with local clubs to help create frequent opportunity for continued physical activity beyond the academic day

Character

- Demonstrate resilience and determination in their pursuits
- Demonstrate good sporting attitudes and teamwork and to build resilience and cope with not winning
- Understand what it means to be physically active and the importance of physical and mental health
- Talk confidently about the steps of progress needed to be improve in every area of physical education

Equity

- Each child will represent HPPS at a competition by the end of Year 6
- All children can compete regardless of need at comparable levels
- Every child will be given the opportunity to learn to swim with a term's worth of lessons in Year 4, Year 5 and Year 6

Aims of the PE Curriculum

- 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.

Long term sequence

Our curriculum is a spiral curriculum that deepens skills and knowledge through the following strands:



Term	Outdoor/Indoor	Year 1	Year 2	KS2	Swimming*
1	Indoor	Athletics	Athletics	Athletics	Year 5
	Outdoor	Robins Football	Tag Rugby	Tag Rugby	
2	Indoor	Dance	Dance	Dance	Year 6
	Outdoor	Football	Robins Football	Football	
3	Indoor	Gymnastics	Gymnastics	Gymnastics	Year 6
	Outdoor	Invasion Games	Invasion Games	Hockey (Year 3 - Robins Football)	
4	Indoor	Fitness Fun	Fitness Fun	Circuits	Year 5
	Outdoor	Netball	Netball	Netball (Year 4 - Robins Football)	
5	Indoor	Tennis	Tennis	Tennis	Year 4
	Outdoor	Tag Rugby	Kwik Cricket	Kwik Cricket (Year 5 - Robins Football)	
6	Indoor	Athletics (outdoor)	Athletics (outdoor)	Athletics (outdoor)	Year 4
	Outdoor	Striking & Fielding	Striking & Fielding	Striking & Fielding (Year 6 - Robins Football)	

* children who swim on a term that clashes with dance/gymnastics will reschedule in a separate term to ensure coverage

The PE curriculum begins in EYFS and continues through the school. How it is developed in EYFS is outlined below.

Play and exploration experiences that support the foundational knowledge and skills for the subject.		
Continuous provision play experiences with provocations for PE based thinking and talk.	Possible adult planned experiences and contexts for interactions that support PE.	Key vocabulary that might be introduced and practised in interactions in play/activities.
<ul style="list-style-type: none"> • Children have access to the outdoor environment for long uninterrupted parts throughout the day. • Our environment encourages gross motor skills. • Children have access to; <ul style="list-style-type: none"> Bikes Monkey bars A Climbing wall A Zip wire Trees to climb PE equipment to play with. 	<ul style="list-style-type: none"> • Weekly indoor PE slot that is planned according to the HPPS PE structure. • Outdoor PE as and when required. • Terms 1 and 2 - practice taking shoes and socks off independently. • Discuss the importance of physical exercise on our bodies. • Talk about what a healthy diet looks like. • Visits from a dentist, nurse and or doctor. 	Be responsible Be safe Be respectful Gross motor skills Fine motor skills Balance Space Travel Movement

A more detailed breakdown of our Nursery & EYFS curriculum can be found on the following documents.

[Nursery long term plan.pdf](#) (Page 4-7)

[EYFS Curriculum.pdf](#) (Page 4-8)

Skills Progression

Our skills progression document demonstrates how the skill develops across the year groups alongside the social and emotional

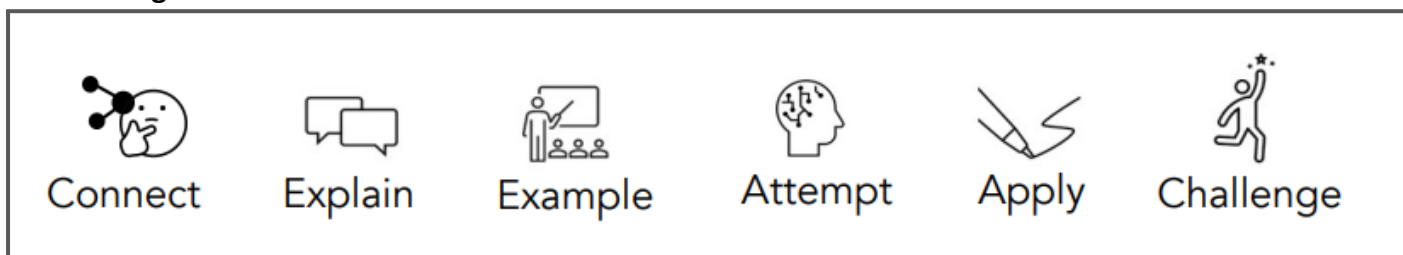
skills needed to play as part of a team, be a role model and develop good sporting attitudes.

[HP Skills Progression 2024-25](#)

IMPLEMENTATION - how will we deliver the curriculum?

- Pupils from Nursery to Year 6 receive a minimum of 1.5 hours of Physical Education per-week.
- Specialists Duncan Butler & Carol Morris take weekly classes from Year 2-6
- Bristol Robins Foundation deliver specialist PE across the academic year for Years 1-6 (incorporating CPD for Teachers)

Lesson design



- Connect - Children recap prior learning in PE and link to new skill
- Explain & Example - Teacher explains & models key skill focus for the session
- Attempt - Children attempt new skill focus (with high-level support and technique-based coaching from adults and where applicable, PE Leads)
- Apply - Children take skill into different scenarios, using “building blocks” of progression
- Challenge - Children use learned skills across differentiated games/activities (can also be linked to curriculum enrichment and wider-school opportunities)

Example Lesson: [Y6 Hockey Lesson 1](#)

We aim to **enrich the curriculum** with:

Ashton School Sports Partnership

Using part of the Sports Premium, we buy into the Ashton School Sports Partnership which provides a huge variety of local events, many of which offer aspirational county-level qualifiers and beyond. As a school, we use the plethora of partnership events as a driver through our PE lessons and after school clubs, in addition to our Year 2 cohort taking part in the Dance Festival as an annual event. The ASSP also offers a wide range of inclusive events across the academic year for both Key Stage 1 and Key Stage 2.

PE Leads

At Headley Park we promote Year 6 ‘PE Leads’ who act as aspirational role models across the wider school environment. They help plan and deliver PE lessons, take responsibility for play/lunch equipment, help teachers prepare their afternoon lessons and offer a tangible example of a Headley Park role-model.

Visitors

Across the academic year, we seek to involve aspirational sports men and women in our school environment. In 2024 we were joined by Nansi Kuti (Welsh International netballer) who worked & coached alongside our netball squad. Ellis Genge (England + Bristol Bears Rugby Captain) spent an afternoon with our children talking about his experiences. Furthermore, we were joined by a player from Bristol City Women’s Football Team, Abi Harrison, who delivered a

session with the Year 6's.

In October 2021 we were joined by Bruce Reihana (a former New Zealand international rugby player) who taught classes how to perform the Haka as part of their Dance sessions. Previously, we have been visited by The Bristol Bears Team who helped with PE (and read with the children) and Team GB Olympic Sprinter Emily Diamond (who talked to the children about her pathway through her Bristol Primary School to Bristol & West Athletics Club, all the way through to the Olympics).

Lunch club - Bristol Robins Foundation (SEND/CPD/SMEH)

Alongside their lessons with classes from Year 1-6, Bristol Robins Foundation also help run a lunch club in which we encourage specifically identified children to join. This offers time for the children to gain some much needed support and encouragement in small groups, through the medium of sport, delivered by adults that children would hopefully find aspirational.

We also have a PE specialist (Carol Morris) who leads physical activities at lunchtime across year groups, alongside our Playground Leaders who work with children from lower KS2.

SEND

The curriculum at HPPS is inherently designed to support pupils with SEND through universal quality first teaching. This includes:

- High expectations and aspirations for all learners
- A carefully structured and sequenced curriculum
- Pre-planned and explicit vocabulary instruction
- Modelling and demonstration
- Chunked instructions which are supported by visuals and gestures
- Review, recall, repetition and retrieval
- Accurate and regular feedback


However, we recognise some pupils need provision 'additional to' quality first teaching in order to reach their potential. In PE, this could include:

- Carefully considered scaffolding in every PE lesson
- Carefully planned use of equipment in every PE lesson
- Additional targeted adult support where necessary
- Explicit vocabulary in every PE lesson, including a classroom input and a post-lesson plenary
- Opportunities to represent the school in upper KS1 through the Sports Partnership
- Extra opportunities to represent the school in KS2 via inclusive 'Try-It' festivals
- Targeted lunch clubs through Bristol City Robins Foundation

IMPACT - how do we know our curriculum is effective?

Pupil Voice

- use PE vocabulary
- talk about the necessary skills for different PE strands
- talk about the 'why' behind their learning
- explain how learning builds on previous knowledge

 HP - LKS2.MOV (example of pupil conferencing regarding the skills progression within our curriculum)

[Praise 22.10.21 - YouTube](#) (example of pupil voice - a regular feature of the HP praise videos where children are able to

articulate and demonstrate our Headley Park habits in action)

Assessment

Our curriculum is designed and built on the premise that children build on past skills in every PE lesson throughout their time at Headley Park. Children's knowledge is assessed at the start of each lesson in the classroom onwards.

Summative Assessment

The curriculum is a progression model. Teachers will know whether students are making progress if they are able to meet the expectations of each PE lesson, with support as required. Due to the nature of our PE curriculum, outcomes will be evident when children are able to articulate the skills required in each session and narrate a journey they have been on to that point. Children will also be made aware of how the future outcomes will look and where the specific skills will take them as they move through the school.

Alongside this, pupil conferencing will be undertaken across the PE Curriculum Collaboration Group throughout the academic year, focussing on:

- Content and knowledge
- Vocabulary
- How the pedagogy and taught curriculum helps/hinders their learning

Formative Assessment

Pupils will be assessed formatively as each lesson progresses. Pupils will be given tasks from which the teachers will draw conclusions. Adaptations will then be made as a result of that evidence. Strategies that might be used are:

- Making explicit the learning intention and success criteria at the beginning and end of every PE lesson
- Eliciting evidence of pupils' prior knowledge
- Feeding back at the point of learning and using differentiated tasks where necessary
- Inclusive questioning i.e. cold call
- Retrieval practice i.e. vocabulary check during plenary etc.

As an additional outcome, school representation is at the heart of our journey at Headley Park with our key principles being based on two areas: inclusion and ambition. In 2023, we received the nationally recognised platinum 'School Games Mark' (following five successive gold applications) which recognises both areas, with a particular focus on the frequency and volume of children taking part ([link above](#)).