

# Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

**PE Curriculum**



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### School Vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

### Curriculum Vision

At Halesowen C of E we want all children to have access to a meaningful, fun and exciting, curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

“A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful.”

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests which they can foster and develop as they learn grow and move on to their next phase of education.



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Curriculum Intent

<b>STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE</b>	<ul style="list-style-type: none"><li>• EYFS:- Statutory EYFS framework and Early learning goals. Use of Development Matters 2021- taken predominantly from the Physical Development section whilst also drawing on skills from Personal, Social and Emotional Development and Expressive Arts and Design.</li><li>• Key stage 1 and 2: - National Curriculum.</li><li>• Use of the documents “Teaching a Broad and Balanced Curriculum for Education Recovery”, “Relationships Education, Relationships and Sex Education, and Health Education,” (2019) and Ofsted research review series- PE.</li><li>• Use of additional resources such as (but not limited to): Primary PE Passport, Twinkl, The Youth Sports Trust, Sport England, Your School Games.</li></ul>
<b>PROVISION</b>	<ul style="list-style-type: none"><li>• In EYFS there are opportunities to develop fine and gross motor skills through discussion, play and exploration within half termly topics. Reception have daily fine and gross motor sessions which focus on pre-writing skills through initiatives such as Dough Disco and Squiggle While You Wiggle. In EYFS children also have a PE morning once per week which focuses more on gross motor movements.</li><li>• Each week in KS1 and KS2 children participate in PE lessons lasting approximately 2 hours, in line with the DfE guidelines. As part of the UK Governments Obesity Plan it is suggested that children achieve around 30 minutes of moderate to vigorous physical activity per day at school, followed by 30 additional minutes outside of school- this can include play times as well as their taught PE session.</li><li>• In KS2 children will receive swimming instruction, at a local leisure centre. These are weekly sessions lasting approximately half an hour. Year 4 will swim from Spring 1- Summer 2. Year 5 will swim from Autumn 1- Spring 1.</li><li>• We use schemes of work from Primary PE Passport.</li></ul>
<b>KNOWLEDGE</b>	<ul style="list-style-type: none"><li>• The PE curriculum aims to deliver the knowledge so that children can excel in a broad range of physical activities; engage in competitive sports and activities; and lead healthy and active lives.</li><li>• In KS1 children will learn to master basic movements including running, jumping, throwing and catching; begin to know how to apply these to a range of activities; participate in team games developing simple tactics for attacking and defending; and perform dances using simple movement patterns.</li><li>• In KS2 children will learn how to use running, jumping throwing and catching in isolation and in combination; learn to play competitive games such as basketball, cricket, football, hockey, netball, rounders and tennis; know and develop a range of athletic and gymnastic techniques; perform dances using a range of movement patterns; take part in outdoor and adventurous activity challenges both individually and as teams; and analyse their performances using appropriate vocabulary and know how their performance could be improved. As part of their swimming tuition children will also learn to swim a range of different strokes such as front crawl, backstroke and breaststroke; and how to perform safe self-rescue in different water-based situations.</li></ul>



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	<ul style="list-style-type: none"> <li>• Each half term a different aspect of PE will be covered. This could include: dance, gymnastics, athletics, games (team games; attacking and defending; passing, fielding, dribbling, shooting; competitive games, net/wall games), outdoor adventurous activities and/ or swimming.</li> <li>• As part of each PE session children should also learn the importance of a warm up and cool down, as part of an exercise session. They will learn how exercise impacts different muscles and parts of the body, and how we can keep our bodies safe from injury.</li> <li>• Knowledge in the PE curriculum is intended to be progressive and is designed to build on prior learning but to ensure acquisition deliberately overlaps and is repetitive, as children revisit and develop each theme throughout their school journey.</li> <li>• Cross-curricular knowledge is also embedded, making links to Science (e.g. parts of the body- muscles, bones), DT and cooking (e.g. healthy choices and balanced diet) and PSHE (e.g. healthy choices, looking after our bodies).</li> <li>• As part of the statutory guidance “Relationships Education, Relationships and Sex Education, and Health Education,” (2019) health education is compulsory for all primary school children. As part of our PE curriculum children learn about the mental and physical benefits of living an active lifestyle and ways in which they can incorporate this into their own lives.</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• There is a planned skills progression which children develop as they move through the PE curriculum. Each year children build upon and develop previous skills they have learnt.</li> <li>• These skills may be applied across a variety of the PE topics, or could be specific to one discipline.</li> <li>• Key PE skills include: movement, balance, agility, coordination, speed, tactics, spatial awareness, technique, creativity, co-operation, communication, competition and evaluation.</li> <li>• Other skills or attributes which are developed and encouraged through PE sessions are teamwork (communication and understanding the strengths and needs of others), respect (for inclusion, diversity and rules of the game), self-discipline (regulation of own emotions and fair competition), participation (confidence, enthusiasm, resilience and determination).</li> </ul>
<b>MEANINGFUL START POINTS</b>	<ul style="list-style-type: none"> <li>• Children need to know where subjects exist in real life and the purpose behind studying them. “We are athletes”. They need to understand what PE covers and why it is a key part of their personal development.</li> <li>• Initial learning should link to the child and their part in the subject in real life. In PE each theme or topic should always start with: “How can I be active and healthy?”</li> <li>• Sometimes staff may share examples of professional athletes as a starting point to inspire children or to introduce them to a new sport they may have had no or little experience of e.g. Usain Bolt at the Olympics, Simone Biles gymnastic routines, England Netball team, Wimbledon tennis.</li> </ul>
<b>VOCABULARY AND LANGUAGE</b>	<ul style="list-style-type: none"> <li>• Children should build a bank of subject and topic specific vocabulary – understanding meanings and define words then use in the correct context.</li> <li>• They should use language to identify, explain, evaluate, compare and contrast.</li> </ul>



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<b>ENRICHMENT OPPORTUNITIES</b>	<ul style="list-style-type: none"><li>• Many sporting opportunities are provided to children throughout the year. House competitions can include sporting activities allowing children to demonstrate their sporting skills, while building friendly competition as children work together to earn points for their house totals.</li><li>• Sports Week/ Day is another opportunity for children (Year 1-6) to earn points for their house through sporting competition. For all years (EYFS- Year 6) it is an opportunity for children to share their sporting successes with parents and family, who are invited to share the occasion with us.</li><li>• Sports clubs- lunch time or after-school, are another way for children to engage in sports which they may not have tried before or have the opportunity to explore outside of school. These clubs are run by our own staff and by outside agencies. Clubs could include: football, netball, archery, multi-skills and more.</li><li>• Sporting celebrations are marked and enjoyed across the year e.g. Commonwealth games, Olympics, World Cup- especially when events are happening close to school (Commonwealth Games 2022 held in Birmingham) or involve England (Euro Finals 2021). These opportunities can be used to inspire children to be more active themselves, try new activities or push themselves to achieve.</li><li>• Visitors may also enhance children's PE education. Organisations such as All Stars (Cricket) provide sports coaches to deliver specialised teaching/ coaching.</li><li>• Throughout school we offer additional outdoor adventure activities through experiences in different centres. such as Sycamore Centre or residential centres. These vary from day sessions offering taster activities, to full residential.</li></ul>
<b>INDIVIDUAL DEVELOPMENT</b>	<ul style="list-style-type: none"><li>• Ensure equality so all children can access learning (SEND). Consider ways children who struggle with communication skills (understanding)/ EAL can access learning e.g. through visual prompts, or adult support. Children with physical impairments e.g. hearing or sight, can also access activities, with some adjustments (Risk assessments) to allow for their impairment.</li><li>• Allow opportunities for curiosity and fascination in all subjects and topics- create curiosity and celebration about themselves and the world they live in.</li><li>• Make time for children to be inquisitive and develop learning in their own way- allow children's questions and interests to navigate the learning journey.</li><li>• Nurture ambitions and aspirations- talk about the variety of careers that can use their skills and talents. This could include roles such as sport therapists, physiotherapists, coaches as well as professional athletes.</li><li>• Use of targeted sports clubs for children with different needs e.g. inviting children who have never participated in a sports club before, or inviting children who live in the flats and have limited access to outside space at home.</li><li>• Visits from the school nurse (Reception and Year 6) can be used to identify children and families who need further support with healthy diet and active lifestyles.</li><li>• Each year we celebrate the sporting achievements and sporting potential of a child with the sports person of the year trophy.</li></ul>



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PE Overview

*Some of the PE units may be covered in a different order throughout the year, when opportunities to work with outside agencies and clubs arise e.g. Chance to Shine Cricket*

*Reception may begin formal PE lessons sooner than Spring term, depending upon how the cohort has settled.*

*Dance units may be swapped to link to topics.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year Rec</b>	Object manipulation 1 Locomotion 2	Gymnastics- flight (bouncing, jumping and landing)	Dance- nursery rhymes	Net wall game skills 1	Target games 1	Athletics 1
<b>Year 1</b>	Invasion Game Skills 1 Object Manipulation 2	Gymnastics- Balancing and Spinning on points and patches Dance-	Dance – Fire of London Gymnastics- Pathways	Net wall game skills 1	Locomotion 2 Athletics 2	Striking and Fielding Game Skills 1 Cricket coach 2025
<b>Year 2</b>	Invasion Game Skills 2 Fundamental Movement Skills 3	Gymnastics- spinning, turning and twisting Dance-	Dance – Under the Sea Gymnastics- stretching, curling and arching	Net wall game skills 2	Target Games 3 Athletics 2	Striking and Fielding Game Skills 2 Cricket coach 2025
<b>Year 3</b>	Invasion Games: Netball	Gymnastics- linking movements together Dance	Dance- Romans Gymnastics- symmetry and asymmetry (partners)	Net wall Games: Dodgeball	Athletics Health Related Fitness	Strike and Field: Rounders



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<b>Year 4</b>	Invasion Games: Hockey	Gymnastics- arches and bridges  OAA- team work	Dance-  Gymnastics- rolling and travelling low	Dance- Vikings  Swimming	Athletics  Swimming	Strike and Field: Cricket  Swimming
<b>Year 5</b>	Invasion Games: Football  Swimming	Dance-  Swimming	Gymnastics- Partner work- under and over  Swimming	Net wall Games: Volleyball	Athletics  OAA	Strike and Field Games: Danish Longball  <b>Cricket coach 2025</b>
<b>Year 6</b>	Invasion Games: Basketball	Dance- British values  Gymnastics- Flight	Dance-  Gymnastics- counter balance and counter tension	Net wall games: Tennis	Athletics  OAA	Strike and Field: Rounders  <b>Cricket coach 2025</b>