



Physical education Curriculum Statement

Intent

- Pupils can perform with increasing competence and confidence in a range of physical activities.
- In Key Stage 1, the focus is to develop pupils' agility, balance and co-ordination while also enabling pupils to master basic movements such as running, jumping, kicking, throwing and catching.
- In Key Stage 2, the focus is to develop pupils' tactical awareness particularly of attacking and defending in games situations.

At Barleyhurst Park Primary, these skills are embedded within P.E. lessons and where appropriate within our wider curriculum so they are developed consistently over time. We are committed to ensuring that children are able to recognise the importance of PE in the wider world (such as to lead healthy, active lifestyles) and that they are also able to use their P.E. skills and knowledge confidently in their lives in a range of different contexts (such as working with, co-operating with and communicating with different members of a group or team). We want all children to enjoy P.E. and to experience success in the subject, with the ability to improve performance in a range of skills and games. We are committed to developing children's enjoyment of the subject, as well as an appreciation of the positive impact it can have on a child's life.

Implementation

The content and principles underpinning the national P.E. curriculum and the P.E. curriculum at Barleyhurst Park reflects that of a high-quality physical education curriculum which inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. These principles form the basis of how our curriculum is implemented.

- Teachers reinforce an expectation that all children are capable of achieving success in P.E.
- The large majority of children progress through the curriculum content at the same pace. Differentiation is achieved through the STEP method that is embedded within teachers' planning. Lessons will show clear differentiation through space (where the activity is taking place), task (what the activity is), equipment (what is being used for the task) and people (who is involved in the task).
- Teaching is supported by the curriculum design which enables pupils to first master key movements and skills before progressing to being able to perform a variety of skills with consistency, speed and accuracy and in combination across a number of different areas in the P.E. curriculum such as dance, gymnastics and invasion games.

To ensure whole school consistency and progression, the school uses the schemes of work from the MKSSP (Milton Keynes School Sports Partnership) as the basis to inform coverage and provide a structure for the delivery of lesson content. These lessons are carefully



designed to ensure progression through the year groups and to ensure that Key Stage 1 pupils master the fundamental skills that will enable them to be successful in a variety of sports and activities in Key Stage 2.

Impact

The school approach supports the children in developing a range of skills that can be learned, practised and mastered during P.E. lessons. Children can underperform in P.E. because they have not had the necessary time to master the core skills in Key Stage 1. Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child.