

We believe PE involves both ‘learning to move’ and ‘moving to learn’. It equips children with the physical, social and emotional skills needed to become lifelong healthy, confident and active citizens. We want our children to successfully participate in a wide range of sports, adventurous activities, gymnastics, and dance in order to develop their fitness and support their well-being. We want our children to enjoy competition and value fair play. They will have the opportunity to experience success and failure in a safe environment. We also provide pathways to clubs in the wider community so that children can further their skills.

subject overview – PHYSICAl Education



Core Threads

1. Head - The *thinking* physical being is a confident, creative and analytical.
2. Hands – The *doing* physical being is physically active, competent in a wide range of skills and competitive sports.
3. Heart – The *behavioural change* physical being is involved and engaged; grows socially and emotionally; builds character and values to lead a healthy active lifestyle.

Inclusive Practice

* Activities are differentiated to enable all children to experience success and challenge at an appropriate level.
* Children are encouraged to reflect on ways to make tasks easier or more challenging and consider their own next steps.
* Inter and intra school competitions are chosen to provide opportunities for all abilities and include a wide range of sports.

Links to Reading

* Key vocabulary displayed
* Labelled diagrams, rules for games and equipment lists shared with children before lesson.
* Match reports and results from competitions shared in school.
* Map reading in orienteering.

BHPS Learning Values

Resilience – Opportunities to be active for sustained periods stretch their physical fitness and determination. Competitions allow children to cope with failure and success.
Independence – Challenges are differentiated so children can develop at their own pace. Extra-curricular clubs and links to sports clubs are encouraged to further their individual interests.
Confidence – Progression of skills across lessons and year groups allows children to build on prior knowledge and experience. Leadership opportunities provided in games and to be Young Ambassadors.
Cooperation – Inter and intra-school competitions develop communication, teamwork skills, an appreciation of fair play and abiding by the rules.

Long Term Learning

Plenary questions encourage children to reflect and embed their knowledge and understanding. Skills based curriculum provides children the chance to apply key skills across a range of sports and activities.

Sequence of Learning

In KS1, children develop fundamental movement patterns and extend their agility, balance and co-ordination (Hands). They will engage in competitive (against self and others) and cooperative physical activities in a range of increasingly challenging situations (Heart). They will be able to make decisions of what they need to do to improve (Head).

In KS2, they will continue to apply a broader range of skills and develop flexibility, strength, technique, control and balance (Hands). They should enjoy communicating, collaborating and competing with each other (Heart). They will learn how to evaluate and recognise their own and others’ success (Head).

Sequence of Learning

In KS1 children develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination. In KS2 children 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 will be given further opportunities to communicate, collaborate and compete. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own and others’ success.