



Shining Together Through Courage, Connection and Curiosity.

Guided by Christian values, we inspire every child to let their light shine through a love of learning.

'Let your light shine for all to see' Matthew 5:16

Physical Education

Intent

At Huby, we want PE to be an enjoyable, purposeful and positive part of every child's school experience. We believe that physical education offers far more than learning how to play a particular sport. It gives children opportunities to develop their physical skills alongside confidence, resilience, teamwork, communication, decision-making and an understanding of how being active contributes to a healthy lifestyle.

Our PE curriculum aims to build strong foundations in physical literacy. Children develop a wide range of movement skills and learn how to use these effectively in different situations. They develop their understanding of movement, technique, tactics and safety, while building the knowledge and vocabulary needed to talk about their learning. This includes developing the confidence and competence needed to be safe in and around water.

The three values of **Courage, Connection and Curiosity** are an important part of our PE curriculum. **Courage** is shown when children try something unfamiliar, persevere when a skill is difficult or perform in front of others. **Connection** develops through teamwork, communication, cooperation, fair play and encouraging others. **Curiosity** encourages children to explore movement, ask questions, experiment with different approaches and discover activities that interest them.

We have high expectations for every pupil. Children come to PE with different experiences, abilities and levels of confidence, and our teaching reflects these differences without lowering expectations. Activities, equipment, groupings, space and levels of challenge are adapted so that every child can take part, make progress and experience a sense of achievement.

PE also provides children with opportunities to learn important personal qualities. They learn that improvement takes time and that mistakes are a normal part of learning. They develop perseverance, learn how to respond positively to feedback and begin to recognise the satisfaction that comes from practising and improving.

Our school swimming pool is an important part of this provision. Swimming develops physical competence and confidence while also teaching children an essential life skill. Alongside swimming ability, pupils develop an understanding of how to behave safely around water and how their choices can help to keep themselves and others safe.

By the end of Year 6, we want children to have developed a positive attitude towards physical activity and to feel confident taking part in a range of activities. We want them to recognise their own strengths, appreciate those of others and understand that PE provides opportunities to challenge themselves, work together and discover what they are capable of.

Implementation

Our PE curriculum is planned progressively from EYFS through to Year 6. Learning is revisited and developed over time so that pupils have opportunities to secure fundamental skills before applying them in increasingly demanding situations.

We use **Complete PE** as the foundation for our planning. Its curriculum mapping and progressive units provide teachers with a clear structure for developing pupils' knowledge and physical skills. Complete PE also provides learning sequences, success outcomes, learning cards, adaptive PE guidance and assessment resources. Teachers use these materials alongside their knowledge of the children to adapt teaching, provide appropriate challenge and ensure that learning is accessible to all.

The PE Learning Journey

Across the school, pupils experience a learning process which enables them to develop, practise and apply their physical skills:

Explore → Practise → Apply → Adapt → Reflect → Improve

Children are given opportunities to see skills demonstrated, explore how movement works and practise with appropriate support. As their confidence develops, they apply their skills in games, performances, challenges and problem-solving situations.

Teachers use modelling, questioning and discussion to develop pupils' understanding as well as their physical performance. Children are encouraged to think about what they are doing, explain their choices and consider what they could change or improve.

Lessons include opportunities for:

- learning and practising physical skills and techniques
- developing and using appropriate PE vocabulary
- exploring different ways of moving
- applying skills within games, challenges and performances
- making decisions and solving movement problems
- developing tactics and strategies
- working with partners and groups
- reflecting on performance and identifying improvements
- adapting activities to provide appropriate support and challenge
- leading, performing and celebrating achievement.

EYFS

In EYFS, physical development is encouraged throughout the school day through both adult-led activities and continuous provision. Children have opportunities to move in different ways, explore space and develop increasing control of their bodies.

They develop early skills in balance, coordination, strength, agility and spatial awareness. Adults model safe movement and introduce appropriate vocabulary while encouraging children to make choices, persevere and talk about what they can do.

These early experiences provide the foundations for the more structured development of physical skills throughout KS1 and KS2.

Key Stage 1

In KS1, pupils develop and refine their fundamental movement skills through a range of activities. They become increasingly confident with running, jumping, balancing, throwing, catching, striking and moving safely within different spaces.

Children begin to understand simple rules and tactics and learn that skills can be used in different ways depending on the activity. They develop their ability to cooperate, take turns, communicate and respond to feedback.

Pupils are encouraged to use appropriate PE vocabulary and to talk about their own performance, recognising both what they can already do and what they are working towards.

Key Stage 2

In KS2, pupils develop greater accuracy, control, fluency and consistency. They combine skills and apply them within increasingly complex activities and situations.

Children develop their tactical awareness and decision-making, learning to select appropriate skills and strategies and adapt these when circumstances change. They are encouraged to analyse their own performance and use feedback to make purposeful improvements.

Pupils also experience opportunities to lead, officiate, collaborate and compete. They learn how to respond appropriately to success and disappointment and understand that participation, effort, teamwork and improvement are just as important as the outcome.

By the end of KS2, pupils should be increasingly independent when preparing for physical activity, using equipment safely, applying skills and evaluating their own performance.

Swimming and Water Safety

Our school swimming pool provides a valuable opportunity for pupils to develop swimming skills, water confidence and an understanding of water safety as part of our PE curriculum.

Swimming is taught as both a physical activity and an important life skill. Pupils work from their individual starting points, developing greater confidence, control and independence in the water.

Alongside swimming technique, pupils learn how to behave safely in and around water and consider how their actions can affect the safety of themselves and others.

Having access to our own pool enables swimming and water-safety learning to form an established part of our curriculum. Teaching is adapted where necessary so that pupils can make progress while maintaining a strong focus on safety.

Swimming provides particularly meaningful opportunities to develop our three values. Children demonstrate **Courage** when facing new challenges in the water, **Connection** when encouraging and supporting others, and **Curiosity** when exploring how changes in technique can affect their movement and performance.

Knowledge, Vocabulary and Progression

PE vocabulary is developed alongside physical skills so that pupils can increasingly explain what they are doing and why. Vocabulary relating to movement, technique, tactics, rules, performance and safety is revisited and used within practical contexts.

Progression is achieved through regular opportunities to revisit important movement patterns and skills before applying them in different activities. Pupils gradually move from developing basic control towards combining skills, making decisions and independently selecting and adapting techniques and strategies.

Complete PE provides a clear progression of learning and success outcomes. Teachers use these alongside their understanding of individual pupils to decide when children need further practice, additional support or greater challenge.

The '**Show What You Know**' approach can help teachers identify pupils' starting points and inform subsequent teaching, ensuring that children are challenged appropriately rather than simply progressing because a unit has ended.

Inclusion, Adaptation and Challenge

PE should be accessible to every child, regardless of their starting point or individual needs. Teachers consider potential barriers to participation and adapt activities, equipment, space, groupings, instructions and success criteria where appropriate.

Complete PE's Adaptive PE guidance supports teachers in making appropriate adjustments, alongside professional knowledge of individual pupils. Adaptations are intended to give children genuine access to the learning while maintaining the purpose and ambition of the activity.

Challenge can take many forms. It may involve greater precision, increased independence, more complex decision-making, tactical awareness, leadership or applying a skill in an unfamiliar situation. Challenge is therefore not simply about making an activity faster or more difficult.

Where additional support is needed, scaffolding is gradually reduced as pupils become more confident and competent. Our aim is for children to become increasingly independent and develop a positive attitude towards physical activity.

Assessment and Feedback

Assessment takes place throughout PE lessons and is used to inform teaching. Teachers observe pupils closely, use questioning and discussion, and identify strengths, misconceptions and areas that require further development.

Complete PE assessment resources provide opportunities to consider pupils' attainment and progress against expected outcomes. This information can be used to identify children who may benefit from additional practice, support or challenge.

Feedback is focused on helping pupils understand their next step. Children are encouraged to recognise what they have done well, identify what could be improved and consider how they can make that improvement.

As pupils become more confident, peer and self-assessment provide further opportunities for them to reflect on their own learning and take greater responsibility for their progress.

Wider Curriculum and School Values

PE contributes to learning across the wider curriculum. Links can be made with science through the body, movement, health and wellbeing; mathematics through timing, measurement, scoring and spatial awareness; and PSHE through relationships, teamwork, resilience, respect and responsibility.

PE also provides valuable opportunities to develop our school values.

Courage is developed when children challenge themselves, persevere and learn from mistakes.

Connection is developed through cooperation, communication, teamwork, fair play and supporting others.

Curiosity is developed when children ask questions, explore different techniques, solve problems and discover new activities.

Through these experiences, pupils are encouraged to recognise their own strengths and let their light shine while also helping others to do the same.

Spiritual Development Through PE

Spiritual development is considered naturally within our PE curriculum. Physical activity can provide meaningful opportunities for children to reflect on themselves, appreciate others, explore possibilities and consider deeper questions about values, responsibility and purpose.

We use the **Mirrors, Windows, Doors and Candles** model to help identify opportunities for spiritual development within PE.

Mirrors – Looking at ourselves

PE can encourage pupils to:

- recognise their individual strengths and areas for development
- reflect on their feelings and responses when something is challenging
- consider how practice and perseverance affect their progress
- set personal goals and think about how they can achieve them
- reflect on how they respond to success, mistakes, competition and feedback
- develop the confidence to have a go, even when they are unsure.

These experiences help children develop self-awareness and recognise that their abilities can grow through effort and perseverance.

Doors – Looking at others

PE gives children opportunities to:

- work alongside people with different strengths and abilities
- understand that people may experience physical activity differently
- communicate, cooperate and encourage one another
- learn about different sporting activities and traditions
- consider fairness, inclusion, respect and responsibility
- recognise the contribution that every member of a team can make.

Through these experiences, pupils develop empathy and Connection with others.

Windows – Exploring possibilities

PE encourages children to:

- question how movement and performance can be improved
- experiment with different techniques and approaches
- explore unfamiliar activities and challenges
- consider how changes to space, equipment, rules or roles affect an activity
- think creatively when solving movement problems
- consider what they might achieve through continued practice.

Children learn that being active can introduce them to new experiences, interests and possibilities.

Candles – Looking beyond ourselves

PE can provide opportunities for pupils to think about:

- fairness, responsibility and respect
- what it means to compete positively
- how their actions can affect teammates and opponents
- the importance of encouragement, compassion and service
- the wonder and complexity of the human body and movement
- values such as courage, perseverance, humility, forgiveness and respect.

These opportunities arise naturally from experiences of movement, teamwork, competition, performance and reflection rather than being added simply to fulfil a requirement.

Impact

The impact of our PE curriculum can be seen in pupils who become increasingly confident, capable and reflective when taking part in physical activity.

By the end of Year 6, pupils should be able to:

- demonstrate increasing control, coordination, fluency and confidence
- apply fundamental and activity-specific skills in different situations
- use appropriate PE vocabulary when explaining their learning
- select and apply suitable skills, tactics and strategies
- make decisions and solve problems during physical activity
- evaluate their performance and identify ways to improve
- persevere when faced with a challenging skill or activity
- work cooperatively and communicate effectively
- demonstrate fairness, respect and responsibility
- take increasing responsibility through leadership opportunities
- understand the contribution physical activity makes to health and wellbeing
- show **Courage** by taking on challenges and learning from mistakes

- show **Connection** by supporting, encouraging and valuing others
- show **Curiosity** by exploring movement, activities, tactics and new possibilities
- demonstrate increasing confidence and competence in the water
- understand key principles of water safety and make sensible choices around water.

Assessment information is used to build a picture of what pupils know, understand and can apply. Formative assessment takes place during lessons, while Complete PE assessment resources can support teachers in considering attainment and progression.

The impact of PE is considered through a range of evidence, including lesson visits, pupil voice, teacher assessment, curriculum mapping, planning, discussions with staff and monitoring of provision across school. This helps identify strengths within the curriculum as well as areas where further development or support may be required.

Pupil voice is particularly useful in understanding whether children can explain what they are learning, recognise how they are improving and understand the importance of being active, working with others and persevering when things are difficult.

Our swimming provision forms an important part of this wider impact. We want pupils to leave school with greater confidence and competence in the water, alongside an understanding of how to behave safely around it.

By the end of Year 6

We want children to leave Hubby with a strong foundation in physical literacy and a positive attitude towards being active. They should have developed a range of physical skills, understand how to improve their performance and feel confident participating alongside others.

Most importantly, we want pupils to understand that PE is about more than performance. It is about having the **Courage** to challenge themselves, the **Connection** to work positively with others and the **Curiosity** to keep exploring what they can do.