

# Curriculum Design for PE at the South Hams Federation

## **PE Intent:**

At the South Hams Federation, we recognise the importance of PE and physical activity and we aim to develop a lifelong love of physical activity through an enjoyable, inspirational, challenging and inclusive curriculum for all pupils. Through our physical education curriculum, we believe that all children, despite their background, will develop the crucial skills and attributes required for the modern world.

We intend to offer a curriculum that allows all children to be inspired to lead healthy, physically active lives, both now and in the future. Children will be taught from early years to develop a secure knowledge of fundamental skills that allow children the basic skills to become physically literate. As children progress through the school, these fundamental skills will be essential to their continued development through a broad range of sports and activities that we offer. It is our aim that all children will be able to perform these skills with excellence, competence and confidence, in a range of sports and physically-demanding contexts and ensure that children develop these skills to equip them for lifelong participation by the end of Key Stage two.

By the end of key stage 1, all children will have learnt a range of skills to become physically literate individuals who can run, jump, throw and catch as well as having developed body control, balance, agility and coordination through gymnastics, ball skills, health and well-being and attack v defence units.

By the end of year 6, all children will have attended swimming lessons, learnt a range of strokes, be able to perform safe self-rescue and be able to confidently swim a minimum of 25m. Children will have also had the opportunity to take part in a range of residential trips, of which include, sleeping with the sharks at the National Marine Aquarium, Forest and Beach, sleeping with the tigers at Dartmoor Zoo and undertaking a range of outdoor adventurous activities at Grenville House, such as canoeing, paddleboarding, high ropes and coasteering. All children will experience forest school and develop their outdoor skills, work as part of a team in problem solving activities and take part in orienteering. It is also our aim for all children to have the opportunity to represent their school in a competitive sporting event at least once.

Where possible, physical activity will be present in wider areas of the curriculum to reinforce the importance of physical and mental health and wellbeing and children will have a minimum of 60 active minutes built into the school day.

## **Implementation:**

At the South Hams Federation, we use our sports premium wisely and effectively in order to achieve our ambitions and goals for our children.

- We provide high quality PE lessons twice a week covering, gym, dance, fundamental skills, net and wall games, invasion games, athletics, striking and fielding and swimming. Teachers use and personalise the Complete PE planning and resources to ensure lessons across the year groups show progression.
- Our PE team carefully map out our provision and our plans are updated regularly. The progression of PE has been carefully planned to ensure that children develop key skills, which are closely assessed throughout lessons, as well as recorded at the end of a unit.
- We employ specialist PE coaches through Achieve4All to work alongside our class teachers to provide CPD for staff and coaching for children.

### **Diversity and inclusion:**

We are committed to fostering a physically active learning environment that embraces diversity and inclusion. Our PE curriculum celebrates the unique strengths and experiences of all pupils, regardless of their background ability, or interests. We strive to create a culture where everyone feels welcome, respected, and supported, enabling them to fully participate and thrive. We are dedicated to providing equitable opportunities, adapting activities to meet individual needs, and actively challenging any forms of prejudice or discrimination. We believe that by valuing and including all individuals, we enrich the learning experience for everyone, fostering a positive and supportive environment where students can develop their physical and social skills, build self-confidence, and become lifelong learners.

- **Equity:**  
Ensure all students have access to quality PE and opportunities to learn and participate.
- **Celebration of Individuality:**  
Recognise and value the unique qualities and experiences of each student.
- **Inclusivity:**  
Create an environment where everyone feels comfortable, respected, and able to participate.
- **Anti-discrimination:**  
Actively address and eliminate any forms of prejudice, bias, or discrimination.
- **Adaptability:**  
Be prepared to modify activities and lessons to meet the specific needs of diverse learners.
- **Positive Learning Environment:**  
Foster a culture where students feel safe, supported, and encouraged to try new things.

Alongside our curriculum lessons, physical activity is encouraged on a daily basis in a number of different ways:

- We provide 'Take Ten' sessions to get children active between the teaching of lessons.
- We ensure lunchtimes and playtimes are active and physical activity is encouraged, purposeful and led by staff and Play Leaders using a range of equipment and through promotion of the Golden Mile.
- We provide Change 4 Life, led by an adult or play leader during lunchtimes to promote and increase activity level for a targeted group of inactive children.
- We encourage members of the school community to use active physical means of transport from home to school where it is safe and feasible (The Walking Bus, Walk/Cycle to School Week).
- We continue to challenge gender stereotypical beliefs and attitudes, promoting positive images of males and females enjoying activity at all levels of achievement.
- We offer a range of after school clubs, which are inclusive, enjoyable and provide children with the opportunity for physical activity beyond the school day.

- Children have the opportunity to participate in a variety of inclusive competitive sports throughout the year and an annual sports day and swimming gala.
- Annually, we celebrate 'healthy week' to educate and promote a healthy lifestyle and physical activity.
- Children attend swimming lessons across all year groups, each year, taught by highly trained members of staff to ensure they can swim 25m by the end of primary school.
- Children in EYFS receive Balanceability and children in year 6 receive Bikeability annually.
- Children in key stage 2 have the opportunity to attend a residential which enables them to experience a wide range of activities such as abseiling, coasteering, rafting and paddleboarding.
- Children have the opportunity to compete and take part in federation events and tournaments, which allows them to test out their learnt skills and tactics, whilst also having the opportunity to develop sportsmanship and learn to win and lose in a positive way.
- All children in the South Hams Federation experience Forest School lessons, delivered by a trained Forest School practitioner.

**Impact:**

To fulfil our vision by inspiring a generation, at the South Hams Federation we ensure our children have access to a wide range of physical activities in the belief that when they are taught well and the children experience success and enjoyment, they are motivated to continue a physically active lifestyle throughout their lives. Our high-quality physical education curriculum provides opportunities for children to utilise skills and knowledge, encouraging them to take responsibility for their own health, fitness and mental wellbeing. Competitive sport is the perfect vehicle to build character and help embed values such as leadership, fairness and respect, which we believe shapes well-rounded individuals with the qualities needed to succeed in all areas of life and to become active participants in sport beyond primary school. Children are developing their physical fitness, teamwork, and resilience through engaging and challenging activities. We see increased participation in school sports, improved swimming skills, and a growing appreciation for physical activity. Our curriculum fosters a positive and supportive learning environment where students feel valued, encouraged, and empowered to reach their full potential.

# Progression of Knowledge

Our PE curriculum for KS1 and KS2 follows a series of repeated themes. Children will also have the opportunity to participate in specialist-led sport clubs, each with a specific key stage learning outcome. Children are expected to use their prior knowledge as a scaffolding to build upon during their journey through the South Hams Federation. Children will leave the South Hams Federation understanding the wider purposes of physical education and movement. Their understanding of their mind and bodies will be extended through our decisively mapped out curriculum.



In order for our children to develop the competence to participate in PE, we incorporate the three pillars of progression, these are:

- 1a: Motor competence (EYFS/KS1)
- 1b: Fundamental movement skills (EYFS/KS1)
- 2: Rules, strategies and tactics (KS2)
3. Healthy participation (KS2)

In EYFS, physical activity is vital in children's development, building the scaffolding for them to pursue happy, healthy and active lives. In EYFS, this begins with building on the fine and gross motor skills children have developed throughout early childhood. EYFS practitioners will offer opportunities by following the EYFS Complete PE scheme which aims to develop children's core strength, stability, balance, spatial awareness, coordination and agility. This will create the foundations for motor competence and prior knowledge of the fundamental movement skills, which will be built upon as children journey through KS1 and KS2.

In KS1, children will begin to explore their bodies and minds by responding to rhythm, creating movement sequences and introducing 'wide' and 'narrow' during dance and gymnastics. They will explore running, using language such as 'speed' and 'acceleration' and they will apply running to games where changes of speed are necessary to gain a tactical advantage. Children will be taught to develop bouncing, aiming with accuracy and controlling and moving a ball with their hands and feet.

In KS2, children will build on their prior knowledge of the fundamental movement skills and motor competence to extend movement sequences, develop characterisation within dance, introduce symmetry and asymmetry and apply their learning to different apparatus in gymnastics. Children will build on previously learned skills through specific sports such as netball, dodgeball, tag rugby and football during invasion/ball games and rounders, cricket and tennis in ball games and striking/fielding sports, whereby rules, strategies and tactics can also be applied to develop a sporting intelligence within a variety of sporting contexts. Through healthy participation, children will learn how to lead healthy, active lives including learning the importance of warming up and down, safe decisions (such as long-distance runners considering training intensity and rest), and develop their understanding of the relationship between physical activity and its effects on the body.

SHF: PE	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Locomotion: Walking	Gymnastics: High, low, over, under	Dance: Dinosaurs	Ball Skills: Feet	Attack v Defence: Games for Understanding	Swimming  Locomotion: Jumping
Year 1	Locomotion: Running  Locomotion: Jumping	Gymnastics: Wide, narrow, curled	Dance: Growing	Ball Skills: Hands	Attack v Defence: Games for Understanding	Swimming  Health and Wellbeing
Year 2	Locomotion: Dodging	Gymnastics: Linking	Dance: Explorers	Ball skills: Rackets bats and balls	Attack v Defence Games for Understanding	Swimming  Health and Wellbeing
Year 3	Invasion games: Tag Rugby	Gymnastics: Symmetry & Asymmetry	Dance: Weather OAA*: Problem Solving	Net/wall: Tennis	Athletics  Striking and Fielding: Rounders	Swimming
Year 4	Invasion games: Netball	Gymnastics: Bridges	Dance: Space OAA: Problem Solving	Net/wall: Tennis	Athletics  Striking and Fielding: Rounders	Swimming
Year 5	Invasion games: Dodgeball	Gymnastics: Counter Balance and Counter Tension	Dance: The Circus OAA: Orienteering	Net/wall: Tennis	Athletics  Striking and Fielding: Cricket	Swimming
Year 6	Invasion games: Football	Gymnastics: Matching and Mirroring	Dance: Carnival  Health Related Exercise	Net/wall: Tennis	Athletics  Striking and Fielding: Cricket	Swimming

\*OAA – Outdoor Adventurous Activities

N.B: Should your school want to swap any of the units or do them in a different term – please speak with your PE lead so that they are aware of any changes.

Please remember that the domains (sports) are changeable – as long as you stick with Net/wall, invasion games and striking and fielding. This would be a good opportunity to incorporate child voice and personalise the curriculum for your school. We don't want one sport to dominate the curriculum so please inform your PE lead if you change anything to avoid the same sports being taught/ repeated across the year groups and to ensure progression.