



Physical Education



Our School Vision

“For with God, everything is possible” (Matthew 19:26)

Through our continued service to our community and rooted in our Christian Values, the opportunities we provide inspire our children and adults at our school to learn, to grow and to flourish. We are committed to developing our children into confident individuals who make a positive difference through developing a respect for themselves, each other and the world around them. For with God, everything is possible. (Matthew 19:26).

In line with the aims of the Physical Education National Curriculum, we encourage pupils to develop physical competence, confidence, and an understanding of the importance of health and wellbeing. We are committed to developing confident individuals who make a positive difference by showing respect for themselves, each other and the world around them.

Spirituality at Queen's Park

The spiritual development of our children is a priority across all areas of the curriculum. At Queen's Park CE/URC Primary School, we define spirituality as connecting with ourselves, others, the world and God, through whom, everything is possible (Matthew 19:26).

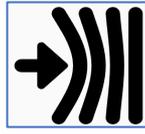
We explore spirituality through our Spiritual Capacities (our Spiritual C's) which are curiosity, creativity, compassion, captivation, consciousness, being courageous contributors and having opportunities to contemplate.

We understand the importance of both planned and spontaneous opportunities in all aspects of our CROWN Curriculum. This is evidenced in our class reflections book, through 'spirituality in the spotlight' and through speaking to our children.

Our Five Crown Principles



Challenge



Resilience



Opportunities



Wellbeing



kNledge

Our five Crown Principles drive our PE curriculum.

Rationale for our PE Curriculum

Challenge

Through the 'challenge' curriculum driver we want our children to [embrace the challenges that physical education and sport provide](#). We want our children to excel and succeed in competitive sports and other physically demanding activities.

Resilience

Through the 'resilience' curriculum driver, we want our children to show determination to improve and give their best. Children will learn that defeat is a setback that we improve from. Children will learn that physical activity can be challenging and that when we keep going we can experience success.

Opportunities

Through 'opportunities', we raise aspirations to broaden our children's horizons – opening their eyes to the myriad careers they might pursue. Through our comprehensive sporting calendar, our children have opportunities to compete at local and county level competitions. The children also have the opportunity to attend an OA residential and become sports leaders within school.

Wellbeing

At Queen's Park, we understand that happiness is linked to personal growth, health and development. We ensure our children are happy, healthy individuals. In PE, we ensure that health of mind and health of body are paramount and the children develop values within sport

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such as fairness and respect. With 'wellbeing' as a curriculum driver, we give children the confidence to thrive in a diverse, global society and be respectful citizens with British and Christian Values at the core.

kKnowledge

Through the 'kKnowledge' curriculum driver, we encourage our children to be resourceful learners. It is uniquely challenging and coherent to our children. *In PE, our children will link together knowledge from other subjects such as science and geography. The children will learn the skills and rules for a range of sports and activities and they will constantly develop their knowledge of team spirit.* All our teachers teach with the aim to ensure pupils have sufficient knowledge to progress through primary school and beyond.



Being a sportsperson means that disciplinary and substantive knowledge complement each other harmoniously. Through the skills that are developed over time, year on year, our children are able to be competent and confident sportspeople. The children are able to use their knowledge to explain, support and develop their sporting skills in a wide range of team and individual activities.



PE Long Term Plan

PE is taught twice a week in two 60-minute sessions

Queen's Park Crown Curriculum All our planning is based on our key principles and intent for our curriculum Challenge Resilience Opportunities Wellbeing & Knowledge						
Year Group	Autumn		Spring		Summer	
EYFS	Learning Through Play	Ball Skills - Hands	Gymnastics - High, Low, Over, Under	Ball Skills - Feet 1	Dance - Dinosaurs	Ball Skills - Rackets, Bats & Balls
Year One	Ball Skills - Feet Learning Through Play	Ball Skills - Hands Quidditch	Ball Skills - Rackets, Bats & Balls Gymnastics - Body Parts	Dance Gymnastics - Wide, Narrow, Curled	Ball Skills - Sticks Locomotion	Attack & Defence Team Building
Year Two	Ball Skills - Feet Gymnastics - Linking Hockey	Dance Gymnastics - Pathways Football	Ball Skills - Hands 1 Attack & Defence	Ball Skills - Hands 2 Ball Skills - Rackets, Bats & Balls	Locomotion - Jumping Ball Skills - Sticks	Team Building Quidditch
Year Three	Gymnastics - Cannon & Unison	Football Gymnastics - Symmetry & Asymmetry	Tag Rugby Dance	Netball Tennis	Quidditch Golf	Athletics Rounders
Year Four	Quidditch Swimming	Football Swimming	Gymnastics - Bridges (Football) Swimming	Gymnastics - Levels & Directions (Cricket) Swimming	Dance (Rounders) Swimming	Athletics (Golf) Swimming

Year Five	Hockey	Quidditch	Gymnastics - Balance & Tension	Gymnastics - Flight	Tennis	Cricket
Year Six	Dance Gymnastics - Sequences	Football Gymnastics - Match & Mirror	Netball Netball	Tag Rugby Football	Athletics Rounders	Rounders Athletics
	Hockey	Tag Rugby	Quidditch	Tennis	Golf	Dance

- Orienteering will be included via the wider curriculum across 6 individual sessions throughout the year.



Our progression documents have been created by the Curriculum Leader and PE Subject Leader to ensure clear progress through competitive sport and physically demanding activities.

The progression documents show the key skills and attitudes to be demonstrated at each stage within the sequence of learning within the sport/activity.

Y1	Y2	Y3	Y4	Y5	Y6
<p>Football Intercept, retrieve and stop a ball with some consistency</p> <p>Kick a ball in a variety of ways</p> <p>Rugby League Know which direction to pass a rugby ball gripping it using the correct technique</p> <p>Can carry the ball using the correct technique (Two hands, centre of the ball, elbows out)</p> <p>Football and Rugby Describe basic rules of the game</p> <p>Describe how their body feels during games</p> <p>Show awareness of opponents and teammates when playing games</p> <p>Show a basic awareness of attacking and defending</p>	<p>Handball Apply hitting, throwing and kicking skills in a variety of ways</p> <p>Make choices about appropriate targets, space and equipment</p> <p>Rugby League Can pass and catch the ball using the correct technique (6 o'clock pass/ hands out ready for the ball)</p> <p>Rugby and Handball Use a variety of simple tactics</p> <p>Describe how their bodies work and feel when playing games</p> <p>Work well with a partner and in a small group to improve their skills</p> <p>Is keen and performs without inhibition</p> <p>Plays fairly and shows respect for opponents and decisions made</p>	<p>Football Can pass the ball using the correct technique (Using the inside of the foot, standing foot pointing toward the target)</p> <p>Can dribble/ run with the ball using the correct technique (small touches of the ball, head up)</p> <p>Moves forward to support at appropriate times and works hard to get behind the ball when defending</p> <p>Netball Can pass (chest / bounce /shoulder) and catch the ball (hands out, eyes on the ball)</p> <p>Can pass and use movement after a pass as part of an attack (forward runs/ using space)</p> <p>Football and Netball Be aware of space</p> <p>Know and use rules fairly to keep a game going</p> <p>Explain why it is important to warm up and cool down</p> <p>Recognise and evaluate good performance</p>	<p>Handball Use a range a throwing and catching techniques</p> <p>Keep possession of the ball as a team and get into positions to score</p> <p>Rugby League Can apply attacking and defending principles</p> <p>Attacking Can use width and support</p> <p>Defending Know the positioning of other teammates</p> <p>Rugby League and Handball Find way to attack opponents successfully</p> <p>Use simple tactics for attacking well</p> <p>Know the rules of the game</p> <p>Know the importance of doing warm-up routines</p> <p>Watch and describe others' performances as well as their own and suggest simple ways in which to improve</p>	<p>Football Pass, dribble and shoot with control in games</p> <p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal</p> <p>Mark opponents and help each other in defence</p> <p>Pick out things that could be improved in performances and suggest ideas and practices to make them better</p> <p>Understand how strength, speed and stamina can be improved by playing invasion games</p> <p>Hockey Can grip and carry the hockey stick correct</p> <p>Can dribble and move with ball using one side of the hockey stick</p> <p>Can pass and receive the hockey ball</p> <p>Can shoot at a goal and applies attacking and defending principles</p> <p>Hockey and Football</p>	<p>Rugby League Can attempt and explain correct kicking technique</p> <p>Able to combine a number of skills efficiently whilst responding to a changing environment</p> <p>Is able to change direction off either foot in response to game situations and performs a range of more complex skills accurately and consistently</p> <p>Netball Can shoot at a hoop (ball above head, shooting arm close to the ear, supporting hand to the side, flick the ball with wrist and follow through)</p> <p>Can apply attacking and defending principles</p> <p>Netball and Rugby Know, plan and carry out warm-up activities that use exercises helpful for invasion games</p> <p>Use different techniques for passing, controlling, dribbling and shooting the ball in all games</p>



Vocabulary is V.I.T.A.L

Valued

We value vocabulary in PE and in everything we do.

Identified

Sporting vocabulary is identified by the PE subject leader and is explicitly planned for.

Taught

Vocabulary is explicitly taught in every lesson. Our lesson plans identify the vocabulary to be taught and used and this is reinforced and built on over time.

Applied

Once vocabulary is taught, it is applied. Our children apply their vocabulary constantly throughout their PE lessons. Children are expected to be able to explain clearly using the correct vocabulary.

Learned

Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key PE and sporting vocabulary.

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Early Years Foundation Stage

Through an 'explosion of experiences', our youngest sportspeople are exposed to the foundations of their physical education. Carefully planned physical experiences are provided for our children. beating heart of our PE curriculum in EYFS. PE vocabulary is planned for. Staff are role models in demonstrating this vocabulary and this is further enhanced in our excellent provision. The foundations of PE learning in EYFS is linked to Year 1 and beyond.

Year 1 to Year 6

Year on year, children will build upon their sporting and physical knowledge, skills and vocabulary. The curriculum leader and PE subject leader have created a meaningful, sequential learning journey. Careful curriculum thinking and planning ensures that our children have the subject knowledge and components embedded in their long-term memories.



Implementation



Inclusion through adaptive teaching

Both our staff and children are enthusiastic about PE. Through ongoing CPD, we strive to ensure our teachers have expert knowledge of the PE they teach. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are

able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently.

Our 'Queen's Park Quality First Teaching' model ensures that lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

At Queen's Park, we implement an adaptive teaching approach to ensure that all learners engage in meaningful, challenging, and achievable learning experiences. Our strategy is informed by the Education Endowment Foundation (EEF) research on adaptive teaching, emphasising high expectations, scaffolded support, and responsive adjustments to meet the needs of all pupils. We ensure effective, early identification of any additional barriers to learning, inclusive of but not restricted to Special Educational Needs, Pupil Premium and EAL. Adaptive teaching is essential to our quality first teaching offer as part of our graduated response.

Our Approach: 80% Proactive, 20% Reactive

We recognise that effective adaptive teaching is most successful when it is intentionally planned in advance (proactive) while also allowing for real-time adjustments (reactive) based on pupil responses and progress. Our model ensures:

80% Proactive Adaptive Teaching: Teachers anticipate and plan for diverse learning needs by designing lessons that provide challenge while being accessible to all. This includes the following:

- o Carefully structured tasks that encourage all learners to think hard but remain achievable with time, effort, and support.
- o Scaffolded instruction, including modelling, worked examples, and guided practice.
- o Strategic use of questioning to check understanding and deepen learning.
- o Use of visuals and concrete resources to support learning.
- o Scaffolded tasks that enable all children to access the curriculum without lowering expectations.
- o Planned opportunities for retrieval throughout the curriculum and where appropriate planned opportunities for pre-teach of new learning.
- o Use of accessibility features on iPads to support learning tasks or use of ICT to provide further scaffolding.
- o Where necessary, a modified curriculum to ensure full curriculum entitlement for children who are working below the age-related expectations as identified on the SEND register.

20% Reactive Adaptive Teaching: Teachers remain responsive during lessons, adapting in the moment to ensure all learners stay engaged and make progress. This includes:

- o Making in-the-moment adjustments, such as providing additional explanations, breaking down tasks further, or offering immediate feedback.
- o Using formative assessment strategies to identify and address misconceptions as they arise.
- o Adjusting levels of support, such as peer collaboration, teacher intervention, or additional scaffolding, based on pupil responses.

Our pedagogy around adaptive teaching is based on our Crown Curriculum principles:

Challenge

We ensure that all learners engage in thinking hard about their learning while accessing tasks that are achievable with time, effort, and support. We do not lower expectations or simplify content unnecessarily; instead, we provide the right scaffolds and strategies to enable all pupils to meet ambitious learning goals.

Resilience

We ensure that all learners develop the ability to embrace mistakes as part of learning and take ownership of their progress. We recognize that resilience is not just a personal trait but a skill that can be developed through carefully structured learning experiences.

Opportunities

Our adaptive teaching strategy is designed to provide every learner with opportunities to succeed and raise their aspirations. We believe that every child, regardless of their starting point, should have access to a rich, challenging, and supportive curriculum that enables them to achieve success now and in their futures.

Wellbeing

Our adaptive teaching strategy is designed not only to support academic success but also to prioritize pupil wellbeing. We recognize that effective learning happens when children feel safe, valued, and supported and our approach ensures that every pupil can engage with challenge and make progress without feeling overwhelmed. By embedding wellbeing into our teaching practices, we create a learning environment where all children thrive and feel personal success.

kNowledge

Our adaptive teaching strategy prioritises learning through knowledge acquisition. By tailoring instruction to meet diverse learners' needs, we facilitate deeper engagement with the curriculum

Digital Strategy

For with God, everything is possible: Empowering Learners for a Global Future

At our school, we believe that with God, everything is possible. We create a caring and exciting learning environment where children are encouraged to be curious, confident, and to believe in themselves.

We use digital technology to help children learn, explore, and prepare for the world around them. By using technology in positive and meaningful ways, we help our children become confident learners who are ready for life in an increasingly digital world.

We teach our children how to use technology safely, responsibly, and kindly. This helps them grow into respectful digital citizens who understand how to make good choices online and treat others with care.

Our aim is to give every child the skills they need for the future. Technology supports our teaching, helping us to personalise learning and provide extra support where needed. It is always used to enhance learning and never replaces high-quality teaching or the important relationships between teachers and children.

We also use technology to make learning accessible for all children, supporting different learning needs and helping every child to find their voice. By building confidence, communication skills, and independence, we prepare our children to become lifelong learners who are ready to face future challenges.

Impact

We understand that we may not see the true impact of our PE curriculum on our children as our PE curriculum is just the beginning of a lifetime of learning.

Our well-constructed and well-taught PE curriculum leads to great outcomes. Our results are a reflection of what our children have learnt. At Queen's Park, our philosophy is that broad and balanced leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

The impact of Queen's Park PE curriculum is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge are assessed during each lesson
- Pupil voice
- Progress evident in children's performances and record of experiences
- Seeking views of parents where appropriate