Curriculum Statement for Physical Education

Prior Weston Primary School

Vision and Values

At Prior Weston Primary School, we want children to develop as confident, independent and thoughtful individuals who achieve highly, discover their talents and contribute positively to the community around them. We want children to be happy and healthy and we are committed to their general well-being.

Through Physical Education, School Sport and Physical Activity (PESSPA), we want Prior Weston children to:

- be resilient and curious learners who are willing to try, make mistakes and improve;
- discover and develop their individual strengths and talents;
- relish challenge and take increasing responsibility for their own learning;
- communicate, cooperate and contribute positively to others;
- develop the physical competence and confidence needed to participate in a broad range of activities;
- understand how to practise, reflect and improve;
- enjoy movement and develop a positive relationship with physical activity.

Rationale

Prior Weston uses the Team Kick Start scheme of work as the framework for its PE curriculum. Rather than organising learning only around individual sports, each half term has a central concept or learning theme. Sports, games, gymnastics, athletics, dance and other physical activities are used as the context through which children learn.

The curriculum is designed to develop the whole child. Important learning comes from the 'Head' and 'Heart' as well as the 'Hands'. Children develop physical skills alongside decision making, problem solving, communication, resilience, fairness, teamwork and leadership.

This approach helps children to transfer learning between activities. For example, understanding how to create space can be used in football, netball, basketball and hockey. Learning how to evaluate success can be applied in games, athletics, gymnastics, dance and personal challenges.

We therefore want children to become increasingly competent movers, thoughtful games players and confident learners who understand not only what to do, but when, where, how and why to do it.

Yearly Curriculum Overview

The overview below mirrors the current Team Kick Start 2026/27 curriculum map and year-group overviews. It shows the sequence of learning across the school and makes clear how concepts and physical skills are revisited and developed over time.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Playing Fair	Exploring Games Together	Practising Different Movements	Passing and Moving Skills	Sharing Equipment	Inventing Moves Together
Year 1	Fairness and Respect	Playing with Others	Moving with Control	Ways to Move	Throwing and Catching Skills	Better Together
Year 2	Team Games	Practice Makes Better	Simple Movement Patterns	Fundamental Movement Skills	Hands and Feet	Fundamentals in Games
Year 3	Working Together	Challenging Yourself	Individual and Group Challenges	Running, Throwing and Catching Skills	Team Challenges	Around the World
Year 4	Evaluating Success	Exploring Physical Education	Running and Jumping Skills	Moving Together	Throwing and Catching Skills	Around the World
Year 5	Including Everyone	Thinking of Others	Attacking and Defending Skills	Sending and Receiving Skills	Problem Solving	Competing as a Team
Year 6	Being Part of a Team	Exploring Physical Education	Defending Skills	Attacking Skills	Creating and Competing as a Team	Creating and Competing as a Team

The same learning theme may return in later years, but with greater technical demand, tactical complexity, independence and responsibility. This is deliberate progression, not repetition for its own sake.

Intent

Our overall aim is to develop children who enjoy physical activity, move well, understand games and know how to improve. We want PE to provide positive experiences that give children the confidence to take part in a range of activities both in and beyond school.

Our curriculum aims to help children:

- develop strong fundamental movement skills and object control;
- understand rules, space, possession and simple to increasingly complex tactics;
- apply attacking and defending principles in a range of activities;
- observe, solve problems, make decisions and respond to feedback;
- communicate, cooperate, lead, support others and compete fairly;
- relish challenge and recognise that mistakes and repetition are part of learning;
- evaluate their own performance and recognise how to improve;
- discover forms of movement and physical activity they enjoy.

Head, Heart and Hands

Head

Decision making, tactics and strategy, rules, problem solving, observation, evaluation, feedback, reflection and identifying next steps.

Heart

Confidence, resilience, determination, respect, fairness, communication, collaboration, leadership, inclusion and supporting others.

Hands

Running, jumping, throwing, catching, striking, sending and receiving, agility, balance, coordination, object control and activity-specific skills.

These areas are not taught separately. Good PE lessons develop physical competence, understanding and positive behaviours at the same time.

Curriculum Progression

The Team Kick Start curriculum map is designed so that learning builds within each year group and progressively from EYFS to Year 6. The half-termly sequence shown in the yearly overview is the organising structure for this progression. Children move from exploration and basic control towards application, decision making, evaluation, adaptation and increasingly independent performance.

Progression is seen when children are able to do familiar things with greater control, independence and understanding. For example:

- sending an object → sending accurately → sending while moving → choosing an appropriate pass → passing under pressure → using passing tactically;
- finding space → moving into space → creating space → maintaining possession → using movement to manipulate defenders;
- following rules → understanding rules → applying them independently → resolving disagreements → adapting rules appropriately → taking responsibility for fair competition.

Progression therefore does not simply mean changing the sport or activity. It means that children know more, can do more, understand more and can apply learning more independently.

Implementation

The Two-Lesson Learning Cycle

A distinctive feature of PE at Prior Weston is the way each area of learning is taught across two closely connected lessons.

Lesson 1 is taught by the Team Kick Start specialist teacher alongside the class teacher. This allows children to encounter or develop the intended learning and gives the class teacher practical, lesson-based professional development.

Lesson 2 is taught by the Team Kick Start specialist teacher and deliberately revisits the same core learning. The purpose is not to repeat an identical lesson. It is to give children enough time to retrieve previous learning, gain additional repetitions, respond to feedback, address misconceptions, refine technique and apply their learning in increasingly demanding situations.

We describe this as: Introduce → Practise → Refine → Apply.

Why We Revisit the Same Learning

We deliberately prioritise depth over superficial coverage. Physical learning takes time. Understanding a skill after one explanation does not mean that a child can perform it consistently or apply it successfully in a changing game.

For example, a child may understand how to catch after the first lesson but still require repeated practice before catching becomes reliable. A child may understand that they should move into space but need repeated game experiences before they recognise when, where and why to move.

The second lesson therefore provides an immediate opportunity to act on feedback and secure learning. The learning intention may remain the same while the level of pressure, decision making and independence increases.

We revisit learning not because children failed to learn it the first time, but because meaningful physical learning requires time, repetition, feedback and increasingly challenging application.

Professional Development for Class Teachers

The first lesson in the cycle also provides embedded CPD for class teachers. Rather than professional development taking place away from children, teachers learn alongside the specialist teacher within their own PE environment.

Working alongside Team Kick Start allows class teachers to develop:

- subject knowledge and knowledge of progression;
- confidence in organising space, equipment and groups;
- effective questioning and feedback;
- adaptive teaching strategies;
- assessment for learning in active environments;
- understanding of games-based pedagogy;
- confidence in managing challenge, safety and behaviour in PE.

The purpose of the partnership is therefore not simply to provide high-quality PE lessons. It is also to strengthen the confidence, knowledge and expertise of class teachers and improve the quality and consistency of PE across the school.

Teaching and Learning

Our teaching approach is influenced by Game Sense, Teaching Games for Understanding and Cooperative Learning. We use direct teaching when children need explicit instruction in technique, rules or safety, alongside questioning, guided discovery, purposeful practice, modified games and problem solving.

Small-sided and modified games are used frequently because they create more opportunities for children to touch and manipulate equipment, make decisions, attack and defend, communicate, solve problems and repeat important movements.

Rules are introduced progressively. We want children to understand the principles of successful play before being overloaded by complex sport-specific rules.

Active Physical Learning

PE lessons should maximise meaningful movement. Activities are organised to minimise queues and waiting, use small groups where appropriate and give children repeated opportunities to practise.

Being active is important, but activity alone does not guarantee learning. Our aim is active physical learning: children moving while practising, thinking, deciding and improving.

Adaptive Teaching and Inclusion

PE at Prior Weston is for every child. We maintain high expectations while adapting how children access and demonstrate learning.

Teachers use STEP to adapt activities:

- Space - change the area, distance, direction or boundaries;
- Task - change complexity, rules, time, repetitions or pressure;
- Equipment - change size, weight, height or type of equipment;
- People - change group size, roles, opposition, support or numerical advantage.

Adaptation is not simply about making activities easier. It is about finding an appropriate level of challenge so that every child can make meaningful progress. Themes such as Including Everyone and Thinking of Others also teach children how to recognise difference, support others and adapt games so that everybody can contribute.

Assessment and Progression

Assessment in PE is ongoing and used to improve learning and inform teaching. Teachers assess what children know, understand and can do through observation, questioning, pupil explanation, practical performance, peer feedback, self-assessment and comparison with previous attempts.

Our core assessment questions are:

- What did we do? What were we learning?
- How did we do it? What technique, decision or behaviour helped us?
- What happened? What evidence tells us whether it was successful?
- How can we improve? What should we practise, change or try next?

The two-lesson cycle supports assessment because information gathered during lesson one can be acted upon immediately in lesson two.

Evaluating Success and Personal Best

As children become older, they take increasing responsibility for evaluating their own performance. We want them to understand that meaningful comparison is often 'me now compared with me before'.

Children are encouraged to identify strengths, recognise areas for development, use feedback, set appropriate targets, practise purposefully, compare attempts and demonstrate improvement. Success is therefore not limited to winning or outperforming somebody else.

Physical Activity

Curriculum PE forms part of our wider commitment to Physical Education, School Sport and Physical Activity. Children have opportunities to be active throughout the school day through playtimes, lunchtime activity, playground equipment, leadership opportunities, extracurricular clubs, festivals and competitive sport.

Our aim is for children to increasingly choose movement rather than only participate when instructed.

Leadership

Leadership is developed progressively. Children are given opportunities to organise, communicate, encourage, officiate, lead activities, take responsibility for equipment, support younger pupils and contribute to team decisions.

Year 5 peer mentors and Year 6 sports leaders provide further opportunities for children to develop responsibility and contribute to the wider school community.

School Sport

Competitive sport complements curriculum PE. Prior Weston participates in local competitions, festivals and inclusive events, giving children opportunities to represent the school and apply learning in authentic contexts.

Competition is used to develop preparation, commitment, teamwork, resilience, respect, responsibility and confidence. Winning can be exciting and should be celebrated, but the educational value of competition goes beyond the result. Preparation, improvement and how children behave towards teammates and opponents are equally important.

We want children who wish to compete to have meaningful opportunities to do so.

Extra-Curricular Activity

A broad extracurricular programme allows children to explore activities beyond curriculum lessons. Seasonal clubs provide variety and help children discover activities they enjoy. Where appropriate, children are also encouraged and signposted towards community opportunities so that their physical activity journey can continue beyond school.

Impact

The impact of our PE curriculum should be visible in what children know, can do, understand and choose to participate in.

By the end of primary school, we want children to:

- demonstrate strong fundamental movement skills;
- apply movement and object-control skills with increasing fluency;
- understand effective game play and apply increasingly sophisticated tactics;
- communicate and cooperate successfully;
- compete fairly and respectfully;
- evaluate their own performance and use feedback to improve;
- persevere when learning is difficult and adapt to unfamiliar activities;
- support and include others;
- recognise activities and forms of movement they enjoy;
- feel confident participating in physical activity.

We also expect the specialist partnership to have an impact on staff confidence and subject knowledge. Success is therefore seen both in the quality of children's learning and in the increasing confidence and expertise of class teachers.

Our commitment: Team Kick Start does not simply provide PE lessons at Prior Weston. The partnership develops pupils while also developing the confidence, knowledge and expertise of the teachers who work with them. This shared approach supports high-quality PE across the whole school.