

PE Curriculum Statement

Vision for PE at Foxhills



High-quality PE is an entitlement for all pupils, regardless of their starting points or their prior experiences of sport and physical activity. The national curriculum states: 'High-quality PE is an entitlement for all pupils, regardless of their starting points or their prior experiences of sport and physical activity'

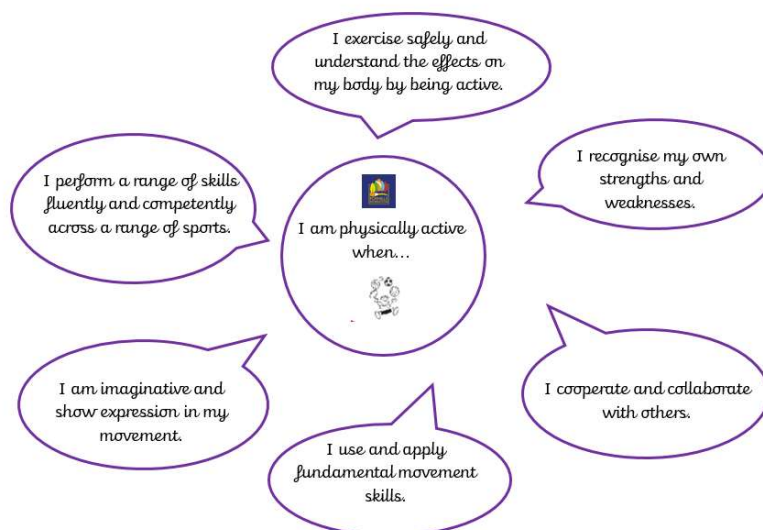
PE focuses on developing physical competence, promoting healthy, active lifestyles, and fostering a lifelong enjoyment of physical activity. PE combines the fundamental movement skills, physical fitness, and an introduction to sports and games. By participating in physical activities, children build physical literacy, develop resilience, teamwork, and creativity, and establish a foundation for lifelong health and well-being.

The curriculum emphasises the development of core physical skills, such as running, jumping, throwing, and catching, as well as balance, coordination, and agility in KS1. The focus is not solely on mastering specific sports but on enabling children to participate confidently, cooperatively, and creatively in a range of physical activities.

At Foxhills Federation, we recognise the critical role Physical Education (PE) plays in the curriculum and are committed to ensuring all children have the opportunity to engage fully in high-quality PE lessons. Through PE, pupils develop physical literacy, building the skills, knowledge, and confidence needed to participate in a wide range of physical activities. Our curriculum emphasises not only the development of physical competence but also the importance of leading healthy, active lives. By fostering an understanding of the link between regular activity and both mental and physical health, we aim to empower children to prioritise their wellbeing and sustain lifelong habits of fitness and self-care.

With the above in mind, the PE curriculum at Foxhills has been designed to ensure that all children master the basic fundamental movement skills and children are taught substantive and disciplinary knowledge in order to participate in a range of physical activities and specific sports before they leave the federation.

The disciplinary knowledge for PE at Foxhills is defined below:



Sequencing of the PE Curriculum

Year R

In Autumn 1, children begin their Physical Education (PE) journey by focusing on developing their ability to follow instructions and perform simple physical tasks. Activities such as hopping, skipping, and balancing on one leg are introduced to improve coordination and static balance. These tasks build control, spatial awareness, and confidence in movement while fostering focus, listening skills, and perseverance—essential for both physical and personal growth.

By Autumn 2, the emphasis moves to cooperative play and developing social skills. Children learn to play with others by sharing and taking turns in a variety of activities that enhance their seated and dynamic balance. Tasks like jumping and landing build coordination and strength while promoting safe

navigation of space. These sessions support children in forming positive relationships and participating in group activities with sensitivity to others.

During Spring 1, children deepen their understanding of rules and instructions as they follow them in structured physical activities. They practise dynamic and static balancing skills, such as walking along a line and holding stable stances, which improve posture, coordination, and control. These sessions encourage children to articulate their progress and recognise their improvements, fostering a sense of achievement and self-awareness in their physical development.

In Spring 2, children begin to explore gymnastics and creative movement, learning to observe and replicate movements. They practise forming accurate and repeatable shapes, such as tucks and stars, and transitioning smoothly between them. These gymnastics and dance activities enhance balance, coordination, and fluency, while responding to music supports creativity and rhythm. Partner work introduces elements of collaboration, helping children to develop confidence in physical expression.

In Summer 1, children focus on developing movement skills and reaction times. Activities such as rolling and catching balls refine their coordination, while agility tasks challenge them to react to different stimuli. These sessions help children gain control over their movements and build essential physical skills that prepare them for a variety of future activities.

To complete the year, Summer 2 focuses on exploring the relationship between exercise and health. Children learn about the effects of exercise on their bodies, such as increased heart rate and muscle strength, while engaging in activities that promote balance and agility, such as ball chasing. Orienteering is introduced, enabling children to interpret basic maps and navigate directions. These sessions enhance spatial awareness, problem-solving, and gross motor skills, helping children understand the broader benefits of physical activity.

Year 1

In Autumn 1, children continue to build on their ability to focus and follow instructions. They practise key coordination skills through footwork patterns, including skipping, hopping, and galloping, while static balance is developed through activities such as balancing on one leg. These exercises improve control and spatial awareness. Orienteering introduces simple maps and symbols, encouraging children to navigate real-world features and fostering independence and confidence in physical movement.

The focus broadens in Autumn 2 to teamwork and cooperative play. Children learn to take turns, share, and work sensibly with others while developing dynamic balance through jumping and landing and static balance in seated positions. Gymnastics introduces shapes such as tucks, stars, and arches, and includes movements performed on both the floor and apparatus. These sessions strengthen body tension, coordination, and the ability to move fluently and confidently.

In Spring 1, children refine their observation and descriptive skills within physical activities. Dynamic balance is developed by walking on a line, while static balance tasks focus on improving posture and control. Dance sessions encourage artistic expression as children create and transition between shapes in response to music. These activities build core strength, balance, and fluency while promoting creativity and self-expression.

By Spring 2, children expand their skills in creative movement and ball handling. They practise counterbalance activities in pairs, focusing on stability and control, and refine their coordination by rolling and moving balls in various directions. The introduction of netball provides opportunities to develop throwing, catching, and basic defensive tactics, emphasising teamwork, spatial awareness, and skilful play.

In Summer 1, the focus is on controlling movement and mastering foundational skills. Children practise sending and receiving objects, reacting quickly, and moving with agility. Athletics sessions include running, underarm throwing, and jumping, with an emphasis on proper techniques to enhance safety and effectiveness. These activities help develop coordination, strength, and an understanding of both competitive and cooperative play.

Finally, in Summer 2, children are introduced to kurling, where they learn to move stones towards targets with accuracy while exploring tactical play. These sessions reinforce teamwork, strategic thinking, and the value of physical activity for overall health and well-being.

Year 2

In Autumn 1, children focus on perseverance and following instructions to practise safely. They refine their coordination through activities such as skipping, hopping, and hopscotch, which enhance control, fluidity, and spatial awareness. Static balance skills are strengthened through balancing on one leg, emphasising core stability. Orienteering is introduced, enabling children to interpret simple maps and navigate using cardinal directions, fostering independence and problem-solving abilities.

The emphasis in Autumn 2 shifts to teamwork and supporting others. Children practise dynamic balance by jumping and landing with controlled movements, focusing on posture and fluidity. Static seated balance activities develop core strength as children maintain stability with minimal wobble. Gymnastics sessions introduce accurate body shapes like tucks and arches, along with controlled travel movements such as side-steps and cat leaps, further refining coordination and strength.

In Spring 1, the focus shifts to analysing and improving performance. Children practise dynamic balance while walking on a line and maintaining a steady stance. Static balance tasks continue to emphasise core control and posture. Dance activities provide an outlet for creative expression as children transition smoothly between shapes in response to music, enhancing balance, fluency, and self-confidence.

By Spring 2, children explore ball skills and creative movement. Counterbalances in pairs teach stability and collaboration, while ball-handling skills, such as rolling and catching, improve coordination and hand-eye coordination. Netball activities reinforce these skills, focusing on teamwork, communication, and strategic play.

In Summer 1, children work on mastering fundamental movement skills and agility. They practise running, jumping, and throwing during athletics sessions, with an emphasis on proper techniques to improve speed, control, and precision. These activities lay a foundation for both competitive and cooperative play.

Finally, in Summer 2, the focus turns to the broader benefits of physical activity. Children practise static balance during floor exercises and refine agility through activities like ball chasing. These sessions consolidate their understanding of the importance of physical activity for overall well-being.

This sequence of learning has been developed alongside Foxhills Junior school in order to ensure that, when our children transition between Year 2 and Year 3, they have the foundational knowledge and skills to succeed within the KS2 PE curriculum.

What are the knowledge types and how will they be taught?

The curriculum at Foxhills is knowledge-based because our staff are united by the belief that knowledge promotes intellectual growth: The more you know, the more you understand the world. Knowledgeable children are confident and can broaden their experiences.

The knowledge in our PE curriculum has been split into two different knowledge types. Substantive knowledge (knowing that...) and disciplinary knowledge (knowing how...).

Substantive knowledge refers to the established facts and information that underpin physical education. This includes factual knowledge about movement, rules, tactics, strategies, health, and participation. This knowledge is explicitly linked to the content being taught and is communicated to pupils through various methods, such as verbal explanations, written materials, and practical demonstrations. For example, pupils might demonstrate their declarative (substantive) knowledge during question-and-answer sessions, through spoken or written reflections on a practical activity, or by explaining the rules and tactics of a game. This knowledge enables pupils to articulate their strengths, limitations, and decision-making processes in physical activities.

	<p>Disciplinary knowledge in PE refers to the methods and processes of applying substantive knowledge in practice — in other words, how individuals use their knowledge to act, perform, and adapt in physical contexts. Teachers model these methods in diverse ways to meet the needs of different pupils, including through physical demonstrations, explicit modelling of decision-making, and collaborative exploration of skills. Pupils learn how to apply what they know, as teachers and support staff model the thinking and actions involved in planning and executing strategies, refining techniques, and adapting to different scenarios in physical activity.</p> <p>At Foxhills, all pupils are encouraged to engage in activities independently before receiving personalised feedback, which helps them deepen their disciplinary knowledge. This process ensures that learning is meaningful and that pupils are not simply memorising disconnected facts. Instead, they develop a comprehensive understanding of how declarative knowledge (e.g., understanding a tactic) connects with procedural knowledge (e.g., applying that tactic during a game).</p> <p>At Foxhills, we believe that both substantive and disciplinary knowledge are crucial for developing well-rounded physical education. By explicitly teaching the links between these forms of knowledge, pupils can not only perform physical tasks but also critically engage with the principles behind them, enriching their overall experience in sport and physical activity.</p>
<p>How is the curriculum implemented?</p>	<p>At Foxhills, we are committed to providing a physical education curriculum that caters to the diverse needs and abilities of every child. Our programme combines engaging activities, progressive skill development, game-based learning, and a holistic approach to ensure all children build confidence, competence, and a lifelong love of physical activity. We believe every child should have the opportunity to succeed in physical education. Our lessons are inclusive and adaptable, with tasks differentiated to meet the needs of all learners. Advanced learners are challenged with leadership roles or more complex activities, while children requiring support are provided with tailored modifications to ensure they can fully participate.</p> <p>By blending the holistic approach of REAL PE with structured, sport-specific lessons and game-based applications, we provide a well-rounded PE curriculum that equips children with the skills, knowledge, and confidence to thrive in physical activity both now and in the future.</p> <p>Opportunities for Participation and Skill Development</p> <p>Each half term, children take part in a REAL PE lesson, designed to develop core physical skills such as agility, balance, and coordination. REAL PE focuses on the whole child, supporting growth in physical, social, emotional, and cognitive areas. While not centred on specific sports, its holistic framework seamlessly links to a variety of sports, equipping children with the foundational skills needed to participate in both school-based and extracurricular activities.</p> <p>Alongside REAL PE, children engage in sport-specific lessons where they apply these foundational skills in practical contexts like football, gymnastics, and netball. These lessons are carefully structured to allow children to practise skills and use them in game situations, helping them understand how to apply their knowledge under real-world conditions.</p> <p>REAL PE: Building Skills and Confidence</p> <p>REAL PE lessons are thoughtfully planned to be fun, inclusive, and accessible for all children. The programme develops key skills step by step, ensuring children can succeed at their own pace. Core physical skills such as agility, balance, coordination, running, jumping, and throwing are introduced in ways that make them meaningful and transferable to various sports.</p> <ul style="list-style-type: none"> • Team Sports (Football, Netball, Basketball, Handball, and Tag Rugby): Agility drills and coordination games in Real PE enhance dribbling, passing, and defensive strategies in football, basketball, and handball. Balance-focused exercises and jumping activities prepare children for pivoting, shooting, and intercepting in netball, while dynamic balance and movement patterns equip them with the ability to dodge opponents, catch passes, and position effectively in tag rugby. • Invasion Games (Hockey): Agility and balance activities from Real PE support ball control during dribbling and passing. Coordination-focused exercises also translate to shooting techniques and maintaining possession in hockey gameplay. • Striking and Fielding (Rounders and Cricket): Static and dynamic balance tasks in Real PE prepare children for batting, bowling, fielding, and catching. Activities focusing on hand-eye coordination

are particularly valuable for improving striking accuracy and intercepting in both rounders and cricket.

- Athletics: Foundational skills like running, jumping, and throwing are introduced through Real PE agility drills and reaction-based tasks. These movements are reinforced in athletics sessions, where children learn relay baton exchanges, sprinting techniques, and long jump strategies.

To deepen learning, game situations are incorporated into lessons, allowing children to practise decision-making, problem-solving, and teamwork in a dynamic environment. By linking these fundamental skills to practical applications, REAL PE prepares children to confidently tackle sport-specific challenges.

The REAL PE “Cogs”

Each term, REAL PE lessons focus on one of six key areas, known as the REAL PE Cogs, to develop the whole child:

1. Personal Cog – Encourages self-belief, goal-setting, and resilience. Children set targets and challenge themselves, skills that can be applied in both individual sports like gymnastics and group activities.
2. Social Cog – Promotes teamwork, communication, and cooperation. These skills are essential in team sports such as football, hockey, and basketball, and are practised through collaborative activities and game-based learning.
3. Cognitive Cog – Builds critical thinking, decision-making, and tactical awareness. Children learn to think strategically, whether it’s planning a cricket tactic or solving a problem in a group game.
4. Creative Cog – Inspires imagination and adaptability, enriching activities like dance, gymnastics, and even invasion games. Children learn to experiment with movements and strategies, bringing innovation to their play.
5. Physical Cog – Develops fundamental movement skills like balance, agility, and coordination, forming the foundation for all sports. These skills are revisited regularly to ensure progress.
6. Health and Fitness Cog – Focuses on the importance of staying active and healthy, helping children understand how exercise benefits both body and mind.

These cogs enable children to grow in specific areas, while reinforcing skills from previous terms, creating a well-rounded and connected learning experience.

Our lessons follow a clear, consistent structure: introduction, warm-up, skill development, challenge/application through games, and reflection. This framework allows children to build their skills gradually, with adapted tasks to meet individual needs. Reflection and feedback during lessons encourage children to think critically about their performance and decision-making, further embedding their learning.

By blending the holistic approach of REAL PE with structured, sport-specific lessons, we provide a comprehensive and cohesive PE experience that prepares children to thrive in both physical activity and in their overall development.

Adaption and variation

At Foxhills, our curriculum and lessons are carefully designed to cater to the diverse needs and abilities of all pupils, ensuring that every child can actively engage with and benefit from physical education. Tasks are thoughtfully adapted to meet the varying needs of all learners, allowing children to start at a level that matches their ability and to progress as they grow in confidence and competence.

Children are encouraged to set personal goals based on their individual skills and needs, fostering a sense of ownership over their learning and celebrating their progress as they achieve milestones and develop new abilities.

To ensure inclusivity and adaptability within lessons, we use the STEP framework (Space, Task, Equipment, People):

1. Space: Modifying the size of the playing area or boundaries to make tasks more accessible or challenging. For example, increasing the space might simplify a task for beginners, while reducing it could provide more challenge for advanced pupils.

	<ol style="list-style-type: none"> 2. Task: Adjusting the activity itself, such as simplifying rules to support learners or adding complexity to stretch more skilled children. 3. Equipment: Providing different types of equipment to suit children’s needs. For instance, using lighter or larger balls for younger or less confident pupils, while introducing smaller, heavier balls for those with advanced skills. 4. People: Adjusting group sizes or strategically pairing children to ensure fair competition and promote teamwork. For example, pairing children with similar abilities or encouraging peer mentoring to support skill development. <p>Activities are also tailored to accommodate specific needs. For instance, movement tasks might be adapted for children with mobility challenges, or visual aids might be used for children with sensory impairments.</p> <p>For advanced learners, we provide opportunities to refine their skills further, take on leadership roles, or tackle more complex and demanding tasks. This ensures they continue to be challenged and engaged.</p> <p>Through this adaptive and inclusive approach, every child can access the content at their own level, whether they are working to master a new skill or refine and develop their existing abilities. Our goal is to create an environment where all children feel supported, confident, and motivated to succeed in physical education.</p>
<p>Rationale for enrichment and wider personal development</p>	<p>At Foxhills, we are committed to providing children with a diverse and enriching range of experiences in Physical Education (PE) that extend beyond the classroom. These experiences are designed to foster not only physical development but also personal, social, and emotional growth, supporting each child's overall development both inside and outside of school.</p> <p>Our PE curriculum is carefully structured to ensure that each child’s progression is clear and cohesive. Starting with fundamental movement skills, children gradually build confidence and competence in a range of activities. This progression is supported through a combination of in-school lessons and after-school clubs, enabling children to refine their skills and explore their interests in more depth.</p> <p>In addition to in-school PE lessons, children have access to a wide variety of enrichment activities through external clubs and partnerships. We collaborate with outside agencies to bring experts in various sports to the school, offering clubs such as football, netball, multiskills, dance, and more. These clubs give children the opportunity to develop their skills further, try new sports, and discover their passions.</p> <p>Through our partnership with the New Forest School Sports Partnership, children also have the opportunity to participate in competitive events such as inter-school competitions and festivals. These events provide children with a chance to showcase their abilities, experience the values of sportsmanship and teamwork, and build resilience in a supportive environment. Additionally, children can attend events run by individual schools, broadening their exposure to different sporting experiences.</p> <p>Beyond competition, we also offer leadership opportunities for children to take on roles such as sports captains or peer mentors. These leadership roles help children develop essential skills in communication, responsibility, and teamwork, contributing to their personal development and growth.</p> <p>By offering a combination of in-school PE lessons, after-school clubs, competitive opportunities, and leadership roles, we help children build lifelong skills, instil a love for physical activity, and encourage them to strive for excellence both in sport and in their everyday lives.</p>
<p>Impact</p>	<p>At Foxhills, teachers use a variety of strategies to systematically check pupils' understanding, identify misconceptions, and provide clear, direct feedback. They observe students during activities, use targeted questioning, and offer instant feedback to address misunderstandings. Teachers also</p>

encourage peer and self-assessment, helping children reflect on their learning and develop deeper understanding. When needed, lessons are adapted to ensure every child progresses at their own pace.

Assessment plays a key role in ensuring children embed and use knowledge fluently. Teachers track progress during lessons, revisiting and reinforcing skills over time. Peer and self-assessment also help students take ownership of their learning. Summative assessments at the end of units provide a comprehensive view of progress, while data tracking informs future planning. This approach ensures that skills are not only developed but are applied confidently and fluently across different contexts.