

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’

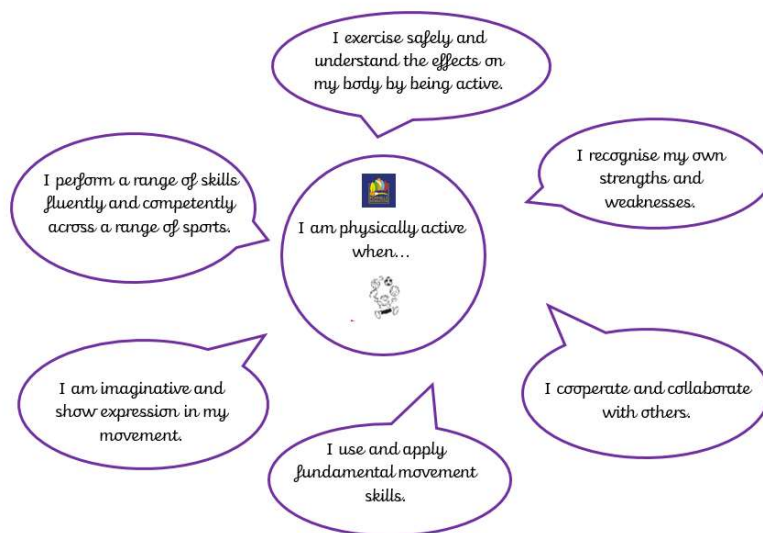
PE focuses on developing physical competence, promoting healthy, active lifestyles, and fostering a lifelong enjoyment of physical activity. PE combines the fundamental movement skills, physical fitness, and an introduction to sports and games. By participating in physical activities, children build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

The curriculum at Foxhills Infant School emphasises the development of core physical skills. As children progress to KS2, they learn to apply these skills in more structured contexts, including competitive games, outdoor activities, and performances such as dance. 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

The curriculum at Foxhills Junior School has been developed in partnership with Foxhills Infant School to ensure that children’s experience of PE remains consistent and coherent as they move through the federation.

Year 3

During Autumn 1, children enhance their coordination and static balance through Real PE activities. Skills such as hopscotch, zigzag footwork patterns, and balancing on one leg help improve posture, stability, and smooth transitions. These foundational skills are then reinforced during orienteering sessions, where children navigate simple maps and line features, building spatial awareness, resilience, and problem-solving abilities.

In Autumn 2, the focus shifts to dynamic balance and agility in Real PE lessons. Children practise controlled jumping and landing to improve fluidity, posture, and precision. These skills are applied in gymnastics, where they explore travel and rotation movements such as bunny hops, bear walks, and pencil rolls. Partnered activities also promote teamwork and communication, while developing their overall body control and coordination.

As Spring 1 begins, children refine their dynamic balance and coordination through Real PE activities. They practise steady line walking to develop balance and control, and improve coordination through ball-handling tasks like rolling and passing. These skills extend into dance, where children create rhythmic sequences, transition smoothly between movements, and express themselves creatively in response to music.

In Spring 2, agility and ball-handling skills take centre stage in Real PE lessons. Children practise dribbling and figure-eight movements to build hand-eye coordination and reaction times. They apply these skills in netball, focusing on passing techniques like chest and bounce passes, alongside accurate catching. In addition, children explore attacking and defending tactics, which help improve agility and spatial awareness in game scenarios.

Moving into Summer 1, children build their reaction times and precision through agility and balance-focused Real PE activities. They refine sprinting, jumping, and throwing techniques while developing teamwork during relay races, overarm throws, and long-jump practice. Outdoor and adventurous activities further reinforce problem-solving and communication skills in team settings, applying their physical abilities in real-world scenarios.

As the year concludes in Summer 2, children consolidate their agility, balance, and control through Real PE lessons. These foundational skills are extended into hockey, where they practise dribbling, passing, and shooting techniques. Children also learn to maintain possession, safely use the stick, and apply attacking and defending strategies. This focus on spatial awareness and collaboration ensures they can use their skills effectively in team games.

Year 4

At the start of Autumn 1, children build their coordination and static balance through Real PE activities. Tasks include practising zigzag footwork patterns and balancing on one leg to improve posture, core stability, and controlled movements. Orienteering applies these skills further, teaching children to set and orientate maps using known features and cardinal directions. These activities enhance problem-solving, teamwork, and spatial awareness.

In Autumn 2, dynamic balance and collaboration are prioritised during Real PE lessons. Controlled jumping and landing exercises help develop fluency and stability. Children apply these skills in gymnastics, where they practise rotations such as tuck and dish rolls, as well as counterbalances with a partner. These tasks foster strength, body awareness, and cooperation.

By Spring 1, children focus on identifying areas for improvement in their physical skills. Real PE lessons emphasise dynamic balance on a line and ball skills such as rolling and passing, promoting fluidity and accuracy. Dance sessions allow children to create sequences involving circles, shapes, and partnering techniques, helping them develop creativity, rhythm, and self-expression.

During Spring 2, children enhance their agility and ball-handling skills through Real PE. They practise sending and receiving with precision and control, applying these skills in netball. In this sport, children

work on passing, shooting, and defending, while developing game strategies like spacing and positioning. These sessions build hand-eye coordination, teamwork, and tactical understanding.

In Summer 1, children continue to refine their agility and reaction skills in Real PE. Tasks such as chasing and controlling balls prepare them for tennis sessions, where they learn forehand and backhand strokes, rallying, and court positioning. These activities encourage spatial awareness, hand-eye coordination, and tactical thinking.

As Summer 2 progresses, children consolidate their understanding of balance and coordination through Real PE. These skills support cricket activities, where children practise batting, bowling underarm, and catching with accuracy. Alongside physical skills, they learn the rules of cricket, applying their knowledge in competitive gameplay.

Year 5

At the start of Autumn 1, children work on improving coordination and problem-solving skills through Real PE. Tasks focus on maintaining balance, navigating space using line features, and responding quickly to stimuli. Orienteering provides an opportunity to apply these skills, as children interpret map symbols, plan routes, and work collaboratively. This enhances their spatial awareness, decision-making, and teamwork.

In Autumn 2, agility and dynamic balance are prioritised through Real PE lessons. Controlled jumping, landing, and balancing in pairs help children develop fluidity and precision. These skills are extended in gymnastics, where children create sequences involving advanced shapes like straddle and pike, alongside rotations and counterbalances. Partner work fosters synchronisation, strength, and creativity.

As Spring 1 begins, children focus on dynamic balance and agility during Real PE lessons. Ball-handling tasks and coordination drills build confidence and control, while dance lessons encourage rhythm and creative expression. In dance, children explore patterns and create sequences that reflect timing, movement fluency, and artistic interpretation.

In Spring 2, children enhance hand-eye coordination and agility through Real PE paired activities such as rallying and ball-target drills. These skills are directly applied in tennis, where children refine forehand and backhand strokes, serving techniques, and rallying skills. Tactical play focuses on court positioning and precision during gameplay.

By Summer 1, reaction speed and precision are the focus in Real PE. Running, jumping, and throwing drills prepare children for athletics, where they refine sprinting techniques, relay baton exchanges, and throwing events like javelin and shot put. These sessions emphasise teamwork, resilience, and competitive spirit.

To conclude the year in Summer 2, children consolidate teamwork and strategic thinking through Real PE activities. These skills support cricket, where children develop batting control, bowling accuracy, and fielding techniques. Emphasis is placed on understanding fielding positions and making tactical decisions during competitive games.

Year 6

In Autumn 1, children refine coordination and problem-solving skills through Real PE. Activities include ball-handling drills, reaction-based challenges, and maintaining balance during dynamic movements. These skills transition into orienteering, where children interpret compass directions, read contour maps, and collaborate to solve spatial challenges. These sessions promote teamwork, resilience, and decision-making.

As Autumn 2 progresses, children focus on agility, balance, and counterbalance through Real PE tasks. Precision and stability are applied in gymnastics, where children practise vaults, rolls, and counterbalances to create advanced sequences. Partnered routines help build synchronisation, body awareness, and creative expression.

	<p>During Spring 1, children explore dynamic balance and coordination in Real PE. Activities such as steady line walking, transitioning between shapes, and paired drills help prepare children for dance. In dance, they create expressive sequences that reflect rhythm and timing, focusing on fluency and artistic interpretation.</p> <p>In Spring 2, coordination and tactical thinking are the focus of Real PE lessons. These skills are applied in handball, where children practise passing, shooting, and defensive strategies. Gameplay highlights teamwork, spatial awareness, and tactical planning during both attacking and defending phases.</p> <p>By Summer 1, agility, strength, and coordination are refined through Real PE, with emphasis on dynamic movements and reaction speed. These skills are expanded in tag rugby, where children focus on passing, catching, and positional play. Gameplay encourages teamwork and tactical thinking, with a focus on attacking and defending strategies.</p> <p>To finish the year in Summer 2, children consolidate static and dynamic balance through Real PE creative problem-solving tasks. These skills transition into rounders, where children develop striking and fielding techniques, such as batting for accuracy and catching. Tactical gameplay emphasises teamwork, decision-making, and maximising scoring opportunities.</p>
<p>What are the knowledge types and how will they be taught?</p>	<p>The curriculum at Foxhills is a knowledge-based curriculum 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.</p> <p>The knowledge in our PE curriculum has been split into two different knowledge types. Substantive knowledge (knowing that...) and disciplinary knowledge (knowing how...).</p> <p>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> <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</p>

to succeed in physical education. Our lessons are inclusive and adaptable, with tasks adapted 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.

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.

Opportunities for Participation and Skill Development

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.

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.

REAL PE: Building Skills and Confidence

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.

- **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.

	<ol style="list-style-type: none"> 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. <p>These cogs enable children to grow in specific areas, while reinforcing skills from previous terms, creating a well-rounded and connected learning experience.</p> <p>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.</p> <p>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.</p>
<p>Adaption and variation</p>	<p>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.</p> <p>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.</p> <p>To ensure inclusivity and adaptability within lessons, we use the STEP framework (Space, Task, Equipment, People):</p> <ol style="list-style-type: none"> 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. 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 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.</p> <p>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.</p>