



PE at Spire Junior School

Curriculum Statement



Introduction to Our Curriculum:

Physical Education (PE) develops a variety of physical, social, emotional, and thinking skills which are essential for a range of physical activities and through life. The Association of Physical Education suggests that children can experience many benefits, physically, mentally, and emotionally, as a direct result of their participation in some form of PE. We support schools to establish high quality PE lessons, providing students with the ability and confidence to be physically active for a lifetime.

PE is a valuable subject for developing skills which can be transferable across other areas of the curriculum. It can support children to become more confident and positive about themselves, having a better outlook on life. They develop social skills such as teamwork, communication, and leadership, guiding them to make more informed decisions. It is the role of our PE curriculum to create the environment for these skills to thrive, becoming the best that they can be.

Our curriculum will engage with everyone regardless of age, background, or level of ability so that they are able to engage in sport and physical activity. Some will be able to strive for excellence, but most will not. We have a curriculum for everyone.

Spire Junior School Mixed-Year Group PE Curriculum Intent:

At Spire Junior School, our PE curriculum is designed to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. We recognize the unique structure of our mixed-year groups and have developed a flexible, inclusive, and progressive PE program that meets the needs of all learners, regardless of age or ability.

Our Curriculum Intentions:

1. **Physical Literacy & Fundamental Skills:** Develop pupils' fundamental movement skills (agility, balance, coordination) through age-appropriate and progressive activities. Ensure pupils become confident in a broad range of physical activities.
2. **Inclusivity & Differentiation:** Provide adapted challenges within lessons to allow all children, regardless of age or ability, to access, enjoy, and progress. Celebrate individual progress over competition, particularly for younger or less experienced pupils.
3. **Health & Wellbeing:** Promote the importance of physical activity for physical, mental, and emotional well-being. Embed understanding of healthy lifestyle choices through practical and cross-curricular learning.
4. **Teamwork & Social Development:** Foster teamwork, communication, and respect through collaborative activities and games. Encourage older pupils to take on leadership roles, such as mentoring or officiating.
5. **Creativity & Enjoyment:** Inspire a love for movement through varied activities, including dance, gymnastics, and creative games. Provide opportunities for exploration and self-expression.



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6. Competition & Challenge: Offer intra- and inter-school competition opportunities that are fair and accessible across age groups. Encourage personal bests and goal-setting, fostering resilience and perseverance.
7. Curriculum Integration & Wider Learning: Link PE themes to wider school topics and values (e.g., friendship, determination, respect). Support cross-curricular learning, especially in science (body systems), PSHE (wellbeing), and maths (measuring progress).

Spire Junior School Curriculum Impact:

The National Curriculum of PE created the foundation for the design of our Curriculum, it allows the schools that we work with to enable every child at all stages of education to flourish and progress through the content at their own pace, promoting a physically active lifestyle for a lifetime.

Mastering the curriculum will enable children to:

- To develop knowledge and understanding of fundamental movement skills including locomotor, stability, and manipulation skills.
- To apply what they have learned to competitive scenarios, providing opportunities to teach elements of gracefully winning and losing as well as assessing use of tactics.
- To possess the confidence and competence of fine and gross motor skills to participate in everyday activities as well as extra-curricular activity.
- To evaluate their own performances within PE focusing on what they are doing well and what they can work on week after week.

Building blocks of learning:

The National Curriculum gives us the opportunity to make our curriculum broad and unique. When sequencing our content across the year groups we ensure that the content develops the pupil's schema by building on secure, pre-requisite knowledge. Our Curriculum does this in the form of building blocks which can be compared between numerous topic areas to help children to develop a richer and deeper understanding. A building block of learning is a singular skill that is being learnt and focused on within a lesson, blocks represent the outcomes of the lesson so following a scheme of work it is clear to see the progression of the pupils. This test's ability to retain knowledge and apply it to a range of activities, while also allowing pupils to reflect on their performance. Building blocks are often repeated so the pupils recognise that skills are transferable across multiple activities and sport as well as everyday life.

Inter-school & External Competitions:

Spire Junior School gives opportunities to engage in a variety of competitions that can progress into national competitions. Our events introduce the children to competition and



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help develop key social and emotional building blocks such as sportsmanship, teamwork, communication as well as coping with winning and losing. Developing these building blocks within different environments are key to a child's development to become a lifelong participant in sport.

Implementation:

Our curriculum at Spire is carefully planned and organised so as to promote a deep understanding of the projects and concepts that we cover through quality first teaching. We do this by equipping our pupils with the skills and qualities they need to thrive both within the curriculum and within the wider-world.

When implementing our PE curriculum:

- Children develop and apply fundamental skills and movements within every lesson
- Children can challenge themselves in every lesson or make a task more manageable if it is too difficult.
- Children are at the forefront and have direct impact of their learning within the lesson.
- Each half-term has a specific focus (see below).
- Learning is enhanced through outside providers leading after-school clubs and curriculum time.
- Learning is differentiated to support the needs of every child.
- Swimming and water safety is taught in Year 5 and Year 4.
- Derbyshire Cricket Foundation have delivered sessions to Year 3/4 and provided a lunch time club for Year 5/6.
- Rotherham Titans Rugby have delivered sessions for Year 6.
- Enrichment PE have delivered sessions to all year groups.
- Qualitas have delivered weekly swimming sessions and SEND swimming.
- Qualitas have led sporting competition and events for the children to compete in.



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Curriculum Map:

<u>Term</u>	<u>Focus Area</u>	<u>Key activities</u>	<u>Cross-Curricular Links</u>	<u>Assessment Focus</u>
<u>Autumn 1</u>	Invasion games Rugby – year 6 Swimming – year 5 Cricket – year 3 & 4	Tag rugby, football, netball, basketball skills	PSHE (Teamwork), maths (scoring systems)	Spatial awareness, passing, teamwork.
<u>Autumn 2</u>	Gymnastics Swimming – year 5	Balancing, rolling sequences, apparatus work.	Art (body shapes), science (muscles and movement).	Body control, creativity, sequencing
<u>Spring 1</u>	Dance and movement Swimming -year 4	Thematic dance, storytelling through movement	Literacy (storytelling), music (rhythm)	Rhythm, expression, choreography
<u>Spring 2</u>	Net and wall games Swimming year 4	Tennis, table tennis	Geography (global sports), science (forces)	Striking technique, positioning, serve and return
<u>Summer 1</u>	Striking and fielding	Cricket, rounders	History (origins of sports), PSHE (fair play)	Throwing accuracy, catching, batting
<u>Summer 2</u>	Athletics and outdoor adventure	Running, jumping, throwing, orienteering, problem solving.	Maths (measurement), geography (map reading)	Personal bests, endurance navigation.