

| PE at Spring Lane Primary School | | |
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| Respect | Resilience | Integrity |
| Curriculum Intent | | British Values |
| Using the REAL approach, PE lessons are designed to provide progressive, inclusive, and motivating experiences. Lessons focus on skill development, personal challenge, and teamwork through a broad range of activities including games, athletics, gymnastics, and dance. Pupils learn to set goals, reflect on progress, and celebrate achievement, building confidence and resilience. Real-life contexts and challenges connect learning to pupils' interests and communities (Relevance). Collaboration is emphasised as children work together, communicate effectively, and support each other to improve (Collaboration). | | Our PE curriculum at Spring Lane actively promotes British Values by fostering teamwork, respect, and fair play. Democracy is modelled as pupils participate in making group decisions about tactics and roles within team activities. The rule of law is reinforced through adherence to game rules, safety guidelines, and respectful behaviour during lessons. Mutual respect and tolerance grow as children collaborate with peers from diverse backgrounds, learning to value differences and support each other. Individual liberty is encouraged by enabling pupils to set personal goals, make choices in their physical activities, and express themselves confidently within a supportive environment. Through these principles, PE contributes to developing well-rounded, responsible citizens. |
| At the end of EYFS | At the end of Key stage 1 | At the end of Key Stage 2 |
| By the end of EYFS, children at Spring Lane will have explored building and making through play, developing early skills in joining, shaping, and constructing. They will begin to talk about their creations, use simple tools safely, and express ideas with increasing confidence. | By the end of Key Stage 1, children will design purposeful products based on given criteria. They will begin to use tools with accuracy, explore mechanisms, and understand the importance of planning and evaluating. Pupils will talk about what worked well and what they would change. | By the end of Key Stage 2, children will confidently follow the full design process: researching, planning, making, and evaluating products for specific users. They will apply knowledge of materials, structures, mechanisms, and nutrition, using tools accurately and safely. Pupils will reflect critically and creatively on their work, applying what they've learned to solve real-world problems. |
| Curriculum Implementation – How is PE taught? | | |
| PE at Spring Lane is delivered through the REAL approach, providing structured, progressive, and engaging physical education that develops skills, fitness, and positive attitudes. Lessons focus on fundamental movement skills, sport-specific techniques, tactical understanding, and healthy lifestyle education. We ensure a broad and balanced PE curriculum by including essential activities such as swimming and water safety, where pupils build confidence and competence in the water through lessons that teach stroke development, survival skills, and safe behaviours. Our Spring Riders cycling programme supports pupils in developing balance, coordination, and road safety awareness, promoting lifelong cycling skills and confidence in different environments. Throughout the year, pupils participate in a variety of intra- and inter-school sports competitions and activities, which foster teamwork, resilience, and healthy competition. | | |
| Substantive Concepts (Big ideas linked to knowledge) | | Disciplinary Concepts (How athletes think and apply knowledge) |
| Fundamental Movement Skills: running, jumping, throwing, catching, balance, coordination | | Skill Development: practising, refining, and applying physical skills with control and precision |
| Sport-Specific Techniques: passing, dribbling, shooting, striking, defending | | Tactical Thinking: analysing situations, making decisions, adapting strategies in real time |
| Physical Fitness: endurance, strength, flexibility, agility | | Collaboration and Communication: working effectively as part of a team, listening, encouraging, and leading |
| Tactical Understanding: positioning, strategy, teamwork, decision-making in games | | Self-Assessment and Goal-Setting: reflecting on performance, identifying strengths and areas for improvement |
| Health and Wellbeing: benefits of exercise, healthy lifestyles, personal fitness goals | | Resilience and Perseverance: managing challenges, showing determination, and coping with setbacks |
| Rules and Safety: understanding and applying rules of games, safe use of equipment and space. | | Fair Play and Respect: understanding sportsmanship, following rules, respecting opponents and teammates |

| Impact |
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| <p>The REAL approach ensures pupils become confident movers who understand the benefits of physical activity and apply skills across sports and daily life. Pupils demonstrate improved fitness, coordination, and tactical understanding. They communicate clearly in team situations, show respect and fair play, and take responsibility for their health. Assessment includes:</p> <ul style="list-style-type: none"> • Regular skill assessment opportunities and teacher observations to track progression • Pupil self-assessment and goal-setting conversations • Opportunities for pupils to showcase skills in intra- and inter-school competitions • Reflection on personal fitness and wellbeing development |
| Equity and inclusion – removing barriers |
| <p>The REAL approach ensures that PE is inclusive and accessible for all pupils, regardless of background or ability. Activities are adapted to meet diverse needs and encourage participation and enjoyment. Lessons promote respect for different abilities and cultures, fostering an environment where everyone feels valued and supported. Through collaboration and positive challenge, every child can build confidence, resilience, and a lifelong love of physical activity.</p> |