Radford Academy
A L.E.A.D. Academy

Radford Academy

PE

Curriculum

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PE at Radford Academy

Vision

At Radford Academy, we believe Physical Education is essential in developing happy, healthy and confident children. Through a broad, inclusive and ambitious curriculum, pupils build physical competence, resilience and positive attitudes towards lifelong participation in physical activity. Children are encouraged to challenge themselves, work collaboratively and strive for their personal best.

Through high-quality teaching and a wide range of sporting and physical experiences, pupils develop confidence, teamwork, self-discipline and a sense of belonging. Pupils learn that a healthy body and a healthy mind are closely connected, recognising how physical activity can support their mental wellbeing, emotional regulation and overall happiness.

We aim for every child to enjoy being active, understand the importance of wellbeing and leave Radford Academy motivated to lead healthy, active lives.

Intent

- To teach the National Curriculum in an engaging, inclusive and purposeful way that inspires all pupils to enjoy physical activity, develop physical competence and achieve success regardless of their starting point.
- To develop pupils' knowledge, skills and confidence across a broad range of physical activities, enabling them to improve performance, challenge themselves and achieve their personal best.
- To promote positive physical and mental wellbeing by helping children understand the connection between a healthy body and a healthy mind, encouraging lifelong healthy habits and active lifestyles.
- To foster teamwork, communication, leadership and sportsmanship through opportunities for collaboration and healthy competition, helping pupils build positive relationships and a sense of belonging.
- To equip children with the resilience, self-discipline and confidence needed to embrace challenge, persevere through difficulty and apply these skills both within PE and beyond the classroom.

Implementation

Roles and Responsibilities

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the PE curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The appropriate amount of time is provided for teaching the required elements of the PE curriculum and is reviewed by the governing body
- The school's procedures for the assessment of PE meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the PE curriculum
- The governing body is advised on whole-school targets for PE in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with special educational needs

The PE subject leader, will:

- Provide professional leadership and management and ensure staff knowledge about the PE periods studied are kept up to date
- Ensure the taught PE curriculum is engaging, age appropriate, challenges all pupils and meets the curriculum aims
- Secure high-quality teaching of the PE curriculum - including the quality of the medium and long-term plans
- Secure PE curriculum enhancing resources (including the use of local museums / artefacts) and their effective use
- Improve standards of learning and achievement for all pupils in the PE curriculum
- Promote PE across the school,
- Ensure that this policy is adhered to

Teachers will adhere to this policy and make sure the PE curriculum they provide is commensurate with the aims of this policy

Lesson design

The lesson design should be demonstrated as follows.

Review (5 mins)

- Review previous learning and key vocabulary.
- Discuss the focus and success criteria.
- Complete a simple physical warm-up linked to the skill focus.

Practice (10-15 mins)

- Introduce and model the new skill.
- Allow pupils to practise through guided activities and challenges.
- Use questioning to encourage reflection on technique and performance.

Apply (15-20 mins)

- Apply skills in increasingly challenging situations, games, routines or sequences.
- Encourage teamwork, decision-making and problem-solving.
- Provide differentiated challenges to support and stretch learners.

Reflect (5 mins)

- Cool down and discuss learning.
- Self and peer assessment against success criteria.
- Identify successes, areas for improvement and links to healthy bodies and healthy minds.

Inclusion

Teachers have high expectations for all pupils and are committed to ensuring that every child can participate, progress and achieve within PE. Lessons are planned to provide appropriate support and challenge for all learners, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an Additional Language (EAL)

a) Teachers adapt activities, equipment, teaching approaches and outcomes to meet the needs of individual pupils, ensuring that children with SEND can access and participate in all areas of the PE curriculum wherever possible. Adaptations are informed by pupils' strengths, needs and support plans, enabling all children to experience success, develop confidence and make progress from their starting points.

b) Teachers use a range of strategies to support pupils with EAL, including visual demonstrations, modelling, key vocabulary, partner work and adapted instructions. PE provides meaningful opportunities for pupils to develop communication skills and participate fully regardless of their stage of English language acquisition.

c) Through an inclusive approach, all pupils are encouraged to develop physical competence, confidence, resilience and enjoyment of physical activity, fostering a lifelong engagement in healthy and active lifestyles.

d) For further information, please refer to our SEND Policy.

Impact

At Radford Academy, our pupils will have:

- Developed the knowledge, skills and physical competence to participate confidently and successfully in a broad range of physical activities and sports.
- Grown in confidence, resilience and self-discipline, understanding that practice, perseverance and positive attitudes contribute to personal success.
- Developed teamwork, leadership and communication skills, enabling them to collaborate effectively, show sportsmanship and contribute positively to their school community.
- Recognised the importance of physical activity for both a healthy body and a healthy mind, understanding how active lifestyles support their physical health, emotional wellbeing and overall happiness.
- Developed a lifelong appreciation of physical activity and sport, with the motivation, knowledge and confidence to lead healthy, active lives beyond Radford Academy.

How our school values are visible in our PE Curriculum



Children at Radford Academy are taught belonging through the PE curriculum by:

- Working collaboratively with others, showing respect, encouragement and support so that everyone feels valued and included.
- Developing a sense of pride in representing their class, team and school, while celebrating both individual and collective achievements.
- Understanding the importance of fairness, sportsmanship and positive relationships, helping them feel connected to their peers and the wider school community.



Children at Radford Academy are taught curiosity through the PE curriculum by:

- Exploring a wide range of physical activities, sports and movement experiences, encouraging them to discover new skills, interests and strengths.
- Reflecting on their performance and asking questions about how they can improve, overcome challenges and achieve their personal best.
- Developing an understanding of how their bodies move and respond to exercise, helping them make informed choices about their health, fitness and wellbeing.



Children at Radford Academy are taught Aspiration through the PE curriculum by:

- Setting personal goals, embracing challenge and striving to achieve their personal best in a range of physical activities.
- Developing resilience and determination, understanding that effort, practice and perseverance lead to improvement and success.

Taking pride in their achievements and recognising opportunities to further develop their skills, confidence and participation in sport and physical activity.



Children at Radford Academy are taught Interaction through the PE curriculum by:

- Working collaboratively with others, communicating effectively and supporting teammates to achieve shared goals.
- Demonstrating respect, fairness and sportsmanship when participating in competitive and cooperative activities.

Developing leadership and cooperation skills through partner work, team games and group challenges.



Children at Radford Academy are taught Self- discipline through the PE curriculum by:

- Demonstrating perseverance, commitment and a positive attitude when learning new skills and overcoming physical challenges.
- Following rules, instructions and routines safely and responsibly, showing respect for others and the learning environment.

Reflecting on their performance, responding to feedback and taking responsibility for improving and achieving their personal best.

Whole School PE Progression

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn A	Teachers	**Real PE** **Personal Cog Unit 1A** • Develop and apply their footwork and one leg balance through focused thematic stories, songs and games.	**Drumba – Flow and Focus** • Develop hand -eye coordination and bilateral movement skills. • Explore a range of movements and shapes with increasing control. • Develop spatial awareness and body control. • Recognise the immediate effects of exercise on the body.	**Drumba – Emotion in Motion** • Develop balance, flexibility and coordination. • Demonstrate correct physical technique during movements. • Improve control and body awareness. • Build confidence through physical challenge.	**Yoga (Karen)** • Perform more complex Yoga poses showing control and increased flexibility • Sit in lotus pose, relax and begin to focus on breathing in and out of nose. • Attempt to perform Cobra pose 2 (used in sun salutation) • To attempt to perform swaying tee pose. • Collaborate to create a Yoga Fun Facts routine	**Yoga (Karen)** • Perform more complex yoga poses developing core strength and good flexibility • Begin to focus on breathing in more than one pose • Perform individual poses to build up towards Sun Salutation, e.g. tree, downward dog, Cobra Pose 2. • To perform the challenge pose with control – swaying tree • Collaborate to create a Yoga Fun Facts Routine and teach the routine to others	**Drumba – Mind Craft** • Demonstrate correct technique and safe movement patterns. • Develop flexibility through stretching and mobility exercises. • Apply movement skills with increasing accuracy and control. • Understand how healthy habits contribute to lifelong fitness.	**Drumba – Performance vs Performance** • Demonstrate strength, stability, mobility and physical fitness. • Perform activities with sustained intensity and accuracy. • Develop power through core-strength exercises. • Understand the physical benefits of lifelong participation in activity.
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		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn B	Teacher	**Real PE Unit 1B – Personal** Develop and apply their reaction and response skills and floor work balance through focused thematic adventures, challenges and games. **Drumba** • Gross motor • Self regulation • Bring imaginative and expressive	**Real PE – Unit 1A Personal** Develop and apply their footwork and one leg balance through focused thematic stories, songs and games.	**Real PE Unit 1A – Personal** Develop and apply their footwork and one leg balance through focused skill development sessions, cooperative and competitive games and challenges.				
	Coaches		**Yoga** • Perform basic Yoga poses with some balance • Begin to relax the body in rest pose • Perform Sun Pose (beginning of Sun Salutation) • To try some of the challenge poses e.g. snake pose • Make up a story with some Yoga poses	**Yoga** • Perform Yoga poses beginning to use tummy muscles (core strength), some flexibility, balance and control • Relax in rest pose and begin to focus on breathing • Perform Sun pose with control (beginning of Sun Salutation) • To perform the challenge poses e.g. Tree pose 2 or 3 • Make up a story using all Yoga poses.	**Swimming** • Swim 5 metres on the front and back without touching the bottom of the pool • Kick 10m using front and back crawl legs	**Swimming** • Submerge to retrieve an object from the bottom of the pool • Swim 10m on the back	**Swimming** • Swim breaststroke • Swim 10 metres on the front and back without touching the bottom of the pool	**Swimming** • Swim breaststroke introducing rhythmical breathing • Swim 25m on the front or back • Perform safe self-rescue in different water-based situations.

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Spring A	Teacher	**Real PE – Unit 2A Social** Develop and apply their jumping and landing and seated balance through focused thematic stories, songs and games. **Drumba** • Gross motor • Self regulation Bring imaginative and expressive	**Real PE – Dance** • Create multiple standing and floor shapes: - balanced on both feet - with limbs in different planes - with 3 points of contact - facing down. • Travel between shapes including jumping. • Create movements led by large horizontal single arm circles and semi-circles leading into - stepping - turning. • Jump from a static position, arms up and down.	**Real PE – Dance** • Create multiple standing and floor shapes: - with torso beginning to rotate. - with 3 points of contact with the floor. - facing down and up. • Travel between shapes including jumping with rotation. • Create movements led by large vertical single arm circles and semi-circles leading into - stepping - body movements. - turning. - jumps with 180° and 360° rotations.	**Drumba – Agility and Creativity** • Develop agility, coordination and body awareness. • Perform bilateral and contralateral movement patterns. • Improve cardiovascular fitness through sustained activity. • Understand the importance of healthy habits and regular exercise.	**Drumba – Beat & Burn** • Develop strength and power through a range of physical activities. • Improve cardiovascular fitness and endurance. • Demonstrate resilience when completing challenging activities. • Perform movements with increasing precision and control	**Yoga (Karen)** Perform complex Yoga poses with control, core strength and flexibility Perform a variety of poses using breathing techniques and use of relaxation time Remember and perform Sun Salutation (SS) Perform the extended poses – e.g. extended cat pose Collaborate in a group to create a Yoga routine of 7 poses.	**Yoga (Karen)** Perform complex Yoga poses with good core strength, flexibility and balance for longer periods of time on each pose All poses and remembering to use breathing technique when performing them in relaxation time Perform Sun Salutation (SS) and link to other Yoga moves Perform extended version of cat pose, dog pose and create their own extensions Collaborate in a group to create a Yoga routine and crate a sequence of moves like SS
	Coaches	**Real PE Unit 3A Cognitive** Develop and apply their dynamic balance on a line and stance through focused thematic stories, songs and games.	**Gymnastics** • Develop basic shapes, balances, rolls, jumps and travelling • Link 2-3 movements.	**Gymnastics** • Develop rolls, jumps, balances and travelling • Create sequences with changes of level/direction • Improve landings	**Gymnastics** • Perform a wider range of balances, rolls, jumps and travelling actions • Use apparatus • Create longer sequences with flow	**Gymnastics** • Combine movements with greater fluency • Develop flight, rotation and balance Adapt sequences on apparatus • Evaluate performance.	**Gymnastics** • Perform increasingly complex sequences • Develop strength, flexibility, balance and control • Use apparatus creatively • Refine technique	**Gymnastics** • Create and perform fluent, complex sequences • Combine apparatus and floor work • Demonstrate control, precision and compositional intent

Spring B	Teacher	**Real PE Unit 2B Social** Develop and apply their fundamental movement skills through focused environmentally thematic warm-ups, skill challenges and games. **Drumba** • Gross motor • Self regulation • Bring imaginative and expressive	**Drumba – Flow and Focus** • Improve movement accuracy and coordination. • Develop smooth transitions between movements. • Combine movement patterns with increasing fluency. • Move in time whilst maintaining control and balance	**Drumba – Emotion in Motion** • Create and perform simple movement sequences. • Link movements together with increasing fluency. • Improve memory and recall of physical actions. • Perform confidently to others.	**Real PE – Dance** • Create multiple standing and floor shapes: - with torso rotated. - with 3 points of contact with the floor. - facing up and sideways. • Travel between shapes including stepping into jumping. • Rotate in jumps.	**Yoga (Karen)** • Perform more complex yoga poses developing core strength and good flexibility • Begin to focus on breathing in more than one pose • Perform individual poses to build up towards Sun Salutation, e.g. tree, downward dog, Cobra Pose 2. • To perform the challenge pose with control – swaying tree • Collaborate to create a Yoga Fun Facts Routine and teach the routine to others	**Real PE – Dance** • Create multiple standing and floor shapes: - balanced on 1 foot with other foot higher than 45°. - with 2 points of contact using combination of hands, arms and shoulders for support. • Travel between shapes including rotation- on the floor (spirals and turns) and in the air: - in different directions. - at different speeds. • Create complex movement led by a combination of circles made with different body parts and in different planes leading into- stepping, body movements and turns: - jumps with 1 foot take-off and landing, other leg extended. - jumps with 180° rotation and change of direction in the air (landing facing backwards).	**Yoga (Karen)** • Develop mindfulness techniques • Perform complex Yoga poses with good core strength, flexibility and balance for longer periods of time on each pose • All poses and remembering to use breathing technique when performing them in relaxation time
	Coaches		**Invasion Games** - Master basic movements including catching - Develop balance, agility and co-ordination - Participate in team games - Develop simple tactics for attacking and defending	**Invasion Games** - Master basic movements to include running, jumping, throwing and catching - Develop balance, agility and co-ordination - Participate in team games - Develop simple tactics for attacking and defending	**Invasion Games** - Play competitive games - Apply basic principles suitable for attacking and defending - Develop technique, control and balance	**Invasion Games** - Use running, jumping, throwing and catching in isolation and in combination - Play competitive games - Apply basic principles suitable for attacking and defending - Develop flexibility, strength, technique, control and balance	**Invasion Games** - Use running, jumping, throwing and catching in isolation and in combination - Play competitive games - Apply basic principles suitable for attacking and defending - Develop technique, control and balance	**Invasion Games** - Use running, jumping, throwing and catching in isolation and in combination - Play competitive games - Apply basic principles suitable for attacking and defending - Develop flexibility, strength, technique, control and balance

Summer A	Teacher	**Real PE Unit 3A Cognitive** Develop and apply their dynamic balance on a line and stance through focused thematic stories, songs and games. **Drumba** • Gross motor • Self regulation • Bring imaginative and expressive	**Real PE Unit 2A Social** Develop and apply their jumping and landing and seated balance through focused skill development sessions, thematic stories and games.	**Yoga** • Perform Yoga poses beginning to use tummy muscles (core strength), some flexibility, balance and control • Relax in rest pose and begin to focus on breathing • Perform Sun pose with control (beginning of Sun Salutation) • To perform the challenge poses e.g. Tree pose 2 or 3 • Make up a story using all Yoga poses.	**Yoga** • Perform more complex Yoga poses showing control and increased flexibility • Sit in lotus pose, relax and begin to focus on breathing in and out of nose. • Attempt to perform Cobra pose 2 (used in sun salutation) • To attempt to perform swaying tee pose. • Collaborate to create a Yoga Fun Facts routine	**Drumba – Beat and Burn** • Sustain participation in extended physical activity. • Reflect on and evaluate personal performance. • Work collaboratively and support others. • Recognise the physical and emotional effects of exercise.	**Drumba – Mind Craft** • Increase stamina and cardiovascular fitness through sustained activity. • Perform movements at varying speeds and intensities. • Develop resilience and a positive mindset towards physical activity. • Understand how regular exercise contributes to physical and mental wellbeing.	**Real PE – Dance** Consolidate trickiest Y5 skills.
	Coaches		**Athletics** - Master basic movements to include running, jumping and throwing - Develop balance, agility and co-ordination - Participate in team games	**Athletics** Running – different paces/direction, stride length, match pace and speed for distance, stamina Jumping – types of jumping sequences, technique of standing long jump Throwing – different equipment, technique for throwing further and with increased accuracy	**Athletics** Use running, jumping and throwing in isolation and in combination Play competitive games (Sports day) Develop flexibility, strength, technique, control and balance	**Athletics** Running – sprinting technique, relay Jumping – techniques of triple jump Throwing – pull throw, technique for throwing further and with increased accuracy	**Athletics** - Use running, jumping and throwing in isolation and in combination - Play competitive games - Develop flexibility, strength, technique, control and balance	**Athletics** - Master basic movements to include running, jumping and throwing - Develop balance, agility and co-ordination - Participate in team games (sports day - competitive)

Summer B	Teacher	**Real PE Unit 4A Creative** Develop and apply their ball skills and counter balance with a partner through focused thematic stories, songs and games. **Yoga** • Follow a yoga story sequence. • Copy and perform simple poses. • Practise balancing and stretching. • Experience a short period of calm relaxation	**Yoga** • Perform basic Yoga poses with some balance • Begin to relax the body in rest pose • Perform Sun Pose (beginning of Sun Salutation) • To try some of the challenge poses e.g. snake pose • Make up a story with some Yoga poses	**Drumba – Emotion in Motion** • Develop speed, power and control in movement. • Sustain participation in extended physical activities. • Express themselves confidently through movement. • Understand the physical and emotional benefits of exercise and active lifestyles.	**Drumba - Agility and Creativity** • Sustain participation in physical activity for longer periods. • Demonstrate determination and resilience during physical challenges. • Create and perform movement sequences confidently. • Evaluate and improve personal performance.	**Real PE – Dance** • Create multiple standing and floor shapes: - balanced on 1 foot. - with arms at different planes. - with torso rotated and bent. - with 2 points of contact with the floor. - facing up and sideways. • Travel between shapes including rotation: - on the floor and in the air - in different directions. • Create sequences of movement led by combined arm, shoulder, leg and foot circles and/or semi-circles leading into: - turning. - jumping with good height, speed and various body shapes in the air.	**Drumba – Mind Craft** • Sustain participation in longer periods of physical activity. • Demonstrate increasing endurance and fitness. • Work collaboratively to create and perform movement sequences. • Reflect on personal performance and physical development.	**Drumba – Performance vs Performance** • Collaborate effectively and support others. • Evaluate and improve personal performance. • Set targets and challenge themselves to achieve personal bests. • Demonstrate resilience, self-motivation and sustained participation.
	Coaches		**Striking & Fielding** - Master basic movements to include running, jumping, throwing and catching - Develop co-ordination - Participate in team games - Develop simple tactics (fielding positions)	**Striking & Fielding** - Master basic movements to include running, jumping, throwing and catching - Develop co-ordination - Participate in team games - Develop simple tactics (fielding positions and batting looking for space into)	**Striking & Fielding** - Use running, jumping and throwing in isolation and in combination - Play competitive games - Apply basic principles suitable for defending (fielding positions) - Develop technique and control	**Striking & Fielding** - Use running, jumping and throwing in isolation and in combination - Play competitive games - Apply basic principles suitable for attacking and defending (fielding positions) and batting looking for a space to hit into	**Striking & Fielding** - Use running, jumping and throwing in isolation and in combination - Play competitive games - Apply basic principles suitable for defending (fielding positions) - Develop technique and control	**Striking & Fielding** - Use running, jumping and throwing in isolation and in combination - Play competitive games - Apply basic principles suitable for attacking and defending (fielding positions) and batting looking for a space to hit into

The Foundations for Learning Physical Education in the Early Years

The foundations for learning in Physical Education begin in the Early Years classroom and outdoor environment. At Radford Academy, our curriculum supports progress towards achieving the physical development Early Learning Goals. Through a combination of adult-led teaching, child-initiated exploration and active play opportunities, children develop the fundamental movement skills that underpin future learning in PE.

Reception children participate in weekly Real PE lessons, which focus on developing balance, coordination, agility, movement, personal skills and social skills through structured and progressive activities. Children take part in weekly Drumba sessions which combine movement, rhythm and music to support physical development and wellbeing. Through drumming and following simple movement sequences, children develop:

- Gross Motor Skills by moving with control, coordination and balance.
- Self-Regulation by listening carefully, following instructions and managing their energy and emotions through movement.
- Being Imaginative and Expressive by responding to music, exploring rhythm and expressing ideas, feelings and stories through movement and performance.

These sessions provide opportunities for children to build confidence, develop body awareness and enjoy creative movement in a fun and engaging environment. During the Summer Term, children also take part in Yoga, supporting balance, strength, flexibility, body awareness and emotional regulation.

Children's interests, confidence and physical development are further nurtured through a rich indoor and outdoor learning environment that provides regular opportunities to develop gross motor skills. They build strength, coordination and control whilst learning to take appropriate risks, solve problems and work with others.

Our EYFS curriculum ensures coverage of key physical concepts, including movement, control, balance, coordination, spatial awareness, teamwork and leading a healthy lifestyle. Physical vocabulary is explicitly taught and modelled through both adult-led activities and within the continuous provision.

Learning is carefully sequenced to ensure children develop the knowledge, skills and confidence needed to achieve the Early Learning Goals and successfully transition into the Key Stage 1 PE curriculum. Through positive physical experiences, children learn to enjoy being active, develop resilience and independence, and begin to understand the important connection between a healthy body and a healthy mind.

Assessment in PE

At Radford Academy, assessment in Physical Education is ongoing and primarily based on teacher observation, pupil participation and the development of physical skills, knowledge and understanding over time.

Teachers use formative assessment throughout lessons to monitor pupils' progress across a broad range of physical activities. Assessment is informed by observations of pupil performance, application of skills, understanding of tactics and rules, and their ability to work collaboratively and independently.

Pupils are assessed against the key knowledge and skills outlined within each unit, enabling teachers to identify strengths, address misconceptions and provide appropriate support and challenge for all learners. Assessment considers individual progress from each pupil's starting point, recognising achievement in both physical competence and personal development.

Assessment also takes account of pupils' demonstration of wider skills and attributes, including teamwork, leadership, resilience, self-discipline and sportsmanship, which are integral to success within PE.

Pupils are encouraged to reflect on their own learning and performance, identifying successes and areas for improvement. This supports the development of confidence, self-awareness and a positive attitude towards physical activity and lifelong participation in sport and exercise.