



Subject Statement: Physical Education

Curriculum Intent

At Harper Bell SDA our Physical Education (PE) curriculum is centred around a physical literacy approach that focus on fundamental movement skills. Fundamental movement skills provide a foundation for many physical activities including play, games, dance, outdoor activities and sports. Having these skills is an essential part of enjoyable participation and a lifelong interest in an active lifestyle. The intent of our curriculum is to enable children to learn and develop these fundamental skills through play and games. It is also designed to encourage maximum participation and enjoyment, and to assist children to progress at their own pace. Our spiral curriculum uses adapted physical activities through which pupils develop and apply a broad range of skills in different contexts — enhancing their creative, social and thinking skills in PE through sport specific activities (modified to be age and stage appropriate). They also begin to gain an understanding of the positive benefits of being physically active, develop leadership skills and are able to articulate the benefits of regular exercise. We deliver an inclusive PE curriculum ensuring all children including those with special educational needs or disabilities (SEND) fully access and engage in PE lessons.

Curriculum Implementation

Throughout our careful curriculum mapping pupils will develop key fundamental movement skills from each of the three key principles Locomotor, Stability and Manipulative. These skills will be then directly transferred into specific games, dance and sports where pupil will start to develop their understanding of the rules/laws of a broad range of games and sports.

Three key Principles of Physical Literacy

Locomotor skills involve the body moving in any direction from one point to another. Locomotor skills include walking, running, dodging, jumping, hopping and skipping.

Stability skills involve the body balancing either in one place (static) or while in motion (dynamic). Stability skills include landing, balance (static and dynamic) and rotation.

Manipulative skills involve handling and controlling objects with the hand, the foot or an implement (stick, bat or racquet). Manipulative skills include throwing and catching, striking with the hands, feet and an implement (e.g. kicking, volleying, batting and dribbling).

Pupils in KS2 will also participate in weekly swimming lessons for at least one full term. These lessons will teach a range of swimming strokes and give pupils the essential skills to perform a self-rescue when in the water.

We also offer a wide range of multi-sports extra-curricular activities to all pupils across the school, as well as participating in both intra-sport and inter-sport competitions.

Curriculum Impact



Harper Bell Seventh-day Adventist Primary School

- For all pupils to acquire new knowledge and skills and develop an in-depth understanding of Physical Education.
- Pupils to have the willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- Pupils and staff to have a keen interest in PE, show enthusiasm to participate eagerly in every lesson, have highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.
- For pupils to have gained the skills required to play a chosen sport outside of school whilst attending Harper Bell SDA and beyond.
- For all pupils to have the motivation to retain high levels of physical fitness and live a healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.