



PE Ambition

September 2025

Intent

At Birtley House we aim to develop a PE curriculum that encourages our pupils to be physically active and participate in a wide range of games. We aim to encourage lifelong physical activity which will support their health and fitness in the future. We aim to provide opportunities to compete in sport and develop themselves holistically within sport. We believe an inclusive curriculum will support all of our pupils in becoming physically confident and developing key values that they can use across their everyday life. We strive to offer our pupils a curriculum which can help them develop a range of qualities:

- Physical Competence and Confidence: Our curriculum allows children to learn and develop a range of fundamental skills which can be applied across a range of activities and games.
- Active and Healthy Lifestyle: The benefits of being physical active are shared with our pupils and through an engaging and inclusive curriculum we encourage a love of sport and being active.
- Social and team skills: Regardless of pupils need we ensure all children are able to participate in Physical Education and more importantly enjoy it. We support pupils to work together as well as compete against each other to support their development of social skills.
- Character development: PE at Birtley House highly values the use of holistic development. We aim to develop the children: personally, physically, socially, cognitively and creatively.
- Skill development: Our curriculum is structured around a games-based approach. This allows pupils to learn skills but also develop and apply these to a range of games. Our pupils also learn to understand tactics within a game.

In line with the National Curriculum we aim to ensure we provide pupils with opportunities to:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.



(Holistic Development Aims)

Implementation

At Birtley House our curriculum is a mixture of a games and holistic based approach. Our curriculum is structured around the Teaching Games for Understanding approach that encourages a broad, balanced and progressive approach to developing fundamental skills applied to a variety of games. Our curriculum is divided into a Key Stage 1 and Key Stage 2 curriculum on a 2 year cycle. Skills and game difficulty is clear and progressive across the Key Stage 1 and 2 curriculum and both offer the chance to play a range of games. The structure is divided into: Dance and Gymnastics; Invasion Games; Net and Wall Games; Striking and Fielding; Target; Outdoor Adventure; Swimming and Athletics.

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TO BE REVIEWED: September 2026 or as needed

At Birtley House you will see a familiar sequence within all PE lessons, they should include:

1. Warm – Up
2. Skill Introduction and Practice
3. Application and Game Play
4. Cool-down and Reflection

We use the Teaching Games for Understanding approach to encourage children to participate in a range of games. We play modified games that match the children's level and use them to apply the skills they have learnt within the lesson. There is also a focus on tactics to foster an understanding of the rules of the game. All of our lessons at Birtley House are also adapted using the STEP principle. We ensure all of our lessons are inclusive, engaging and are challenging for pupils by differentiating by:

S – Space
T – Task
E – Equipment
P – People



A high-quality PE lesson should also include these key areas:

- Clear, detailed modelling: Skills are explicitly modelled and demonstrated to pupils so they are able to practise and apply them.
- Quality vocabulary: There is a focus on pupils using the game-specific language and using key vocabulary during their lesson.
- Confident and enthusiastic teachers: Teachers plan and deliver high quality lessons and that encourage pupils to want to be physically active.
- Clear, structured progression: The lessons show clear progression in skills and enable pupils to practise these in games that are repeated throughout the year.
- Maximum engagement: We aim for pupils to be 80% active during the PE lesson and engaged in all activities.
- Assessment for learning: We use formative assessment throughout lessons and at the end of every term teachers use a summative assessment tool to monitor progress.
- Inclusion: We aim for all pupils to be included within lessons and to be able to progress in all areas of the PE curriculum.

Birtley House is an extremely inclusive school, we aim to provide adaptations to PE lessons to encourage all pupils to be included. As well as the STEP framework we also offer a range of adaptations:

- Modifications of equipment: We offer a range of size of equipment and colours to support with pupils who have coordination or visual difficulties.
- Adjustments of space and rules: Rules of games may need to be modified to support pupils with the understanding of games so this does not cognitively overload pupils.
- Sensory adjustments: Varied use of equipment of different materials to allow all children to use equipment.
- Frequent breaks: Activities are broken into smaller steps so they are manageable and pupils have breaks to reduce cognitive overload.

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- **Instructional support:** Visual and verbal instructions to make instructions more accessible for pupils with learning and communication needs.
- **Social support:** Explicit instructions to support pupils to work in partners and groups, use of peer support to build confidence.
- **Alternative participation:** Opportunities to support participating in activities in other ways e.g. coaching rather than engaging physically.

Our curriculum is also sequenced and planned with pupils needs in mind and our focus on holistic development also removes barriers that often come with a skill heavy curriculum.

Outside of the timetabled PE lessons we aim to encourage children to be active for at least 30 minutes within the school day. At Birtley House we know that being active has great benefits for long-term health and fitness as well as preparing pupils for their academic learning.

We also offer extra-curricular opportunities within PE so pupils are able to engage in competitive games and sport outside their regular PE lessons. All pupils have opportunities to participate in sport competitions with other local schools at our local Football club.

Swimming – We offer swimming lessons to our Year 6 pupils so they can meet the requirements set out in the National Curriculum:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations

Impact

We aim pupils to leave Birtley House with a love for physical activity and the desire to want to cooperate in competitive and team games. We understand the benefits of physical education are long lasting and set them up for a healthy, happy and active future.

The impact of our PE curriculum promotes:

- Physical Skills:
- Cognitive Performance:
- Mental Wellbeing
- Social Skills
- Long term physical literacy

Formative Assessment – Teachers formally assess pupils throughout the lesson using a range of strategies: sharing learning objectives and success criteria; questioning; verbal feedback from teacher; peer assessment; self-assessment; holistic assessing.

Summative Assessment – We use a RAG assessment tool to monitor progress and support of planning future lessons at the end of each term. Our assessment tool has a list of key skills that should be mastered in each key stage which makes learning visible.

Pupil Voice – We use pupil voice to help feedback on our curriculum. The pupils are at the heart of everything we do, therefore it is important that their feedback is considered when teaching and planning the curriculum.