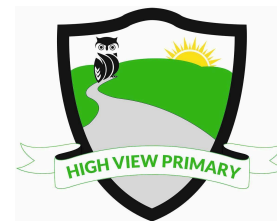


PE

# High View Primary

## Curriculum Overview



*“A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.” The National Curriculum*

### Intent

#### Why do we teach what we teach?

At High View Primary School, our PE curriculum aims to inspire all pupils to enjoy physical activity and develop the knowledge, skills and confidence to lead healthy, active lives. Through high-quality teaching and varied physical experiences, we want pupils to understand the importance of physical wellbeing, teamwork and positive attitudes such as resilience and fair play.

By the end of their learning journey, pupils will:

- Develop competence and confidence in a broad range of physical activities.
- Understand how physical activity contributes to physical and mental health.
- Work cooperatively and competitively, showing respect and sportsmanship.
- Apply rules, tactics and strategies when participating in different sports and activities.

Our curriculum is ambitious for every pupil, regardless of background, starting point or need. We ensure equity, so learners receive the support, strategies and opportunities they need to succeed. Activities and resources are adapted to remove barriers, ensuring pupils with SEND and those who may require additional support can access and thrive within lessons. Representation, fairness and belonging are reflected in the types of sports explored, the values promoted and the positive role models celebrated.

Our curriculum follows the National Curriculum for Physical Education (2014) and is structured through the Merton School Sports Partnership PE scheme of work, ensuring coherence, consistency and progression. In the Early Years Foundation Stage (EYFS), following the statutory framework, Physical Development begins through gross and fine motor skill activities. Children develop coordination, strength, balance, and spatial awareness and a positive attitude to physical activity. In KS1, these skills are refined and applied in simple games and movement sequences. In KS2, pupils build greater proficiency, accuracy and tactical awareness across a wider range of sports, learning to evaluate and improve their own and others' performance.

Cultural capital is enriched through inter-school events, festivals, clubs and competition opportunities, helping pupils to build confidence and understand sport within the wider community. Cross-curricular links, including PSHE, Science, Maths and Music/Dance, reinforce learning in real and meaningful contexts.

Overall, our intention is for every child to leave High View with positive attitudes towards physical activity, the competence to participate confidently, and the understanding needed to sustain a healthy lifestyle throughout life.

## **Implementation**

### *How do we teach what we teach?*

The PE curriculum is structured using the Merton School Sports Partnership scheme of work, ensuring a clear and coherent sequence of learning from EYFS through to KS2. In EYFS, children participate in a range of planned and child-initiated physical activities, indoors and outdoors, including running, climbing, balancing, ball skills, and dance. Adults model movements, use precise vocabulary for direction, position, and body control, and scaffold activities to extend challenge. Activities are revisited to reinforce skill development, encourage perseverance, and develop spatial awareness and coordination. From KS1, PE is taught twice weekly, indoors or outdoors depending on the unit. Indoor learning may include dance, gymnastics, invasion games or leadership activities, while outdoor lessons range from the development of fundamental movement skills to more advanced sport-specific techniques and tactical play. Lessons are delivered by class teachers and our specialist sports coach.

Teaching is inclusive by design. Teachers plan from high expectations for all, using scaffolding rather than simplification. Adaptations include the use of visual demonstrations, pre-teaching of key vocabulary, differentiated equipment and structured peer support. This ensures every pupil can achieve, regardless of need or starting point.

Learning builds progressively, with key knowledge and skills revisited and deepened over time. High-quality resources and the Merton SSP scheme support planning and progression of key skills. Teachers model skills clearly and provide opportunities for pupils to reflect on and refine their performance. Formative assessment through observation and questioning guides lesson adaptation, and summative assessments support monitoring of progress.

A range of environments are used, including indoor hall space, playground areas and the local school sports ground at Sheen Way. Staff access professional development through coaching support, training and shared planning to maintain strong subject knowledge and consistency of practice.

Physical activity is further encouraged through active playtimes, clubs, sports festivals, inter-school competitions, scooter and skateboard training (Reception–Year 5) and a Year 6 swimming programme to develop confident, safe swimmers. Enrichment opportunities such as external coaches and taster sessions broaden pupils' experiences and promote belonging, aspiration and enjoyment.

## **Impact**

### *How do we know what pupils have learnt and how they have learnt it?*

We measure the success of our PE curriculum through pupils' confidence, skill development, enjoyment and sustained engagement in physical activity. Progress is seen through increasing control, coordination, technique and tactical awareness as pupils move through the school. Assessment is continuous and informs next steps, and summative assessments track attainment against curriculum expectations. In EYFS, children develop strong gross and fine motor skills, balance, coordination, and agility. They demonstrate confidence, resilience, and an enjoyment of physical activity, laying the foundation for PE in KS1 and healthy lifelong habits

Pupil Voice shows that pupils feel included, motivated and recognise the value of PE, reflecting our values of resilience, respect and teamwork. Participation rates in clubs, competitions and sporting activities are monitored to ensure equity of access, particularly for pupils with SEND and those from disadvantaged backgrounds.

Monitoring by the subject leader (lesson visits, planning reviews, discussions with staff and pupils) ensures the curriculum is delivered consistently and inclusively. Insights inform ongoing development and staff training needs.

By the time pupils leave High View, they can collaborate, support others, reflect on their performance and apply a wide range of movement skills confidently. They understand the importance of an active lifestyle and are equipped to sustain participation independently with enjoyment.

The overall impact is that pupils are physically confident, resilient, motivated to stay active, and feel a strong sense of belonging and achievement within sport and physical activity.

## Long Term Planning

[PE Curriculum overview](#)  
[PE Progression Map](#)  
[PE Vocabulary Progression](#)

All planning taken directly from Merton School Sports Partnership PE scheme of work.