



NC Purpose of Study

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.

Intent	Implementation	Impact
At Broadway Junior School we believe that a high quality and enjoyable physical education programme is a vital part of a child's development. We aim to develop each child's physical confidence and skills enabling them to lead healthy lifestyles. Through the curriculum we offer the children opportunities to compete both against themselves and others, in order to build self- confidence, resilience and a sense of fair-play. The curriculum is designed to enable all children to participate including those who are more able, as well as those with additional needs. The P.E. and Sports premium has been used and will continue be used to promote and develop these aims, as well as support teaching and support staff in their professional development.	At Broadway Junior School we teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to participate in physical activities. These opportunities are supplemented by extra-curricular activities and by participation in competitions against other schools under the Sunderland Schools Games umbrella. These competitions allow children to put skills from PE lessons and extra-Curricular clubs into practise, allow them to experience a range of new sports. We aim to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values.	Our curriculum aims to improve the wellbeing and fitness of all children at Broadway Junior School, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.

Key Vocabulary

balance, coordination, agility, control, stability, landing, posture, movement, sequence, challenge, resilience, determination, personal best, evaluate, improve, focus, confidence, technique, partner, teamwork

Knowledge	Skills
- Know how balance, coordination and agility improve movement. - Know why warming up prepares the body for exercise. - Know that practice improves performance. - Know how to work safely in a shared space. - Know how to evaluate their own performance and identify improvements - Know the importance of perseverance and achieving a personal best.	- Demonstrate balance with increasing control and stability. - Coordinate movements using different parts of the body. - Travel with control in different directions and at different speeds. - Perform movements with accuracy and fluency. - Show resilience when faced with challenging activities. - Reflect on performance and suggest ways to improve.

Learning Objectives

Lesson 1 – Introduction to Personal Best Introduce the unit and discuss what it means to achieve a personal best. Children complete a range of simple agility, balance and coordination challenges, learning how to perform safely and with control. They begin to reflect on their own performance and set individual goals.	Lesson 2 – Developing Balance and Coordination Children develop static and dynamic balance through increasingly challenging activities. They work individually and with a partner to improve body control, stability and coordination while encouraging one another to persevere.	Lesson 3 – Agility and Movement Control Focus on changing direction, speed and movement patterns with control. Pupils complete agility challenges that require quick reactions and accurate movement, learning that practice and determination improve performance.	Lesson 4 – Applying Skills in Challenges Children combine balance, agility and coordination skills within a variety of movement challenges. They begin to apply previously learnt skills independently, making decisions about how to complete each task successfully.	Lesson 5 – Improving Through Practice Pupils revisit and refine key movement skills, using feedback from teachers and peers to improve technique. They reflect on their progress, demonstrate resilience and aim to improve their own previous performances.	Lesson 6 – Personal Best Challenge and Assessment Children complete a series of final challenges that allow them to demonstrate the skills developed throughout the unit. They evaluate their own progress, celebrate improvements and explain how determination, resilience and practice have helped them achieve their personal best.
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Learning Objectives/End Points

By the end of the unit, pupils will:

- Develop greater confidence when attempting new physical challenges.
- Improve agility, balance and coordination through increasingly demanding activities.
- Move with control, fluency and good body awareness.
- Apply skills independently in a variety of movement challenges.
- Demonstrate resilience by continuing to practise difficult tasks.
- Work safely, responsibly and cooperatively with others.
- Evaluate their own learning and identify strengths and next steps.
- Understand that effort, perseverance and practice lead to improvement.

Careers

Linking Curriculum Learning to Careers

Discuss how the skills developed in this unit are used in a range of careers, including:

- Professional athlete
- Sports performer
- Gymnast
- Footballer
- Dancer
- Athletics competitor
- Professional sports person
- Stunt performer
- PE teacher
- Sports coach
- Athletics coach
- Football coach
- Gymnastics coach
- Dance teacher
- Sports instructor
- Personal trainer
- Physiotherapist
- Sports therapist
- Exercise instructor
- Fitness instructor
- Sports rehabilitation assistant
- Occupational therapist
- Exercise and health professional

Transferable skills such as Coordination Balance Agility Concentration Decision-making Problem-solving Resilience Determination Confidence Teamwork Communication Leadership Self-evaluation Listening Adaptability Goal-setting Perseverance

Learning from Career and Labour Market Information

Explore information about careers such as professional athlete, sports coach, PE teacher, physiotherapist, sports therapist, fitness instructor, sports journalist, referee, sports scientist and leisure centre worker. Discuss the different roles people play within the sporting and physical activity sector.

Addressing the Needs of Each Pupil

Encourage pupils to recognise their individual strengths, interests and areas for development. Personal Best activities allow pupils to set realistic goals and recognise that success can mean improving their own performance rather than competing against others.

Linking Curriculum Learning to Careers

Make explicit links between balance, coordination, agility, movement control, teamwork, resilience and evaluation and future careers. For example, coaches analyse performance, physiotherapists understand movement, PE teachers teach technique, athletes practise skills and sports officials make quick decisions.

Encounters with Employers and Employees

Provide opportunities to meet or hear from professionals such as a PE teacher, sports coach, athlete, physiotherapist, fitness instructor, referee or sports centre employee. Pupils can ask questions about their work, skills and career journey.

Experiences of Workplaces

Explore different sporting workplaces including schools, sports centres, leisure centres, gyms, stadiums, athletics tracks, swimming pools, physiotherapy clinics, outdoor activity centres and community sports facilities.