



Foundation Stage PE Curriculum Sequence

Intent

The Foundation Stage Physical Education curriculum provides a broad, balanced, and inclusive programme that promotes physical competence, healthy lifestyles, and personal development. Aligned with the National Curriculum, it aims to re-engage learners through accessible, meaningful physical activity, fostering positive attitudes towards exercise, teamwork, and wellbeing.

Students develop confidence, resilience, and communication skills through a variety of activities, including Health Related Fitness, Invasion Games, Strength & Conditioning, Lifesaving, Athlete Development, and Parkour & Climbing. The curriculum encourages students to take responsibility for their own fitness, adopt active lifestyles, and build positive relationships, with tailored approaches to meet individual needs.

Through the Know, Show, grow framework, students gain knowledge, practical skills, and personal growth that extend beyond school:

- Know – Understand and explain a skill and its benefits in context (e.g., explain the correct chest pass technique in basketball, when to use it, and why it improves performance).
- Show – Demonstrate skills effectively in practice and game scenarios (e.g., perform a front foot drive with correct technique and apply it in a cricket game).
- Grow – Appreciate the broader relevance of lessons to sport and life (e.g., understand the importance of resilience and how it applies in sports, classroom, and everyday life).

Assessment is formative, focusing on personal progress, effort, improvement, and attitude rather than comparison, supporting a growth mindset. The goal is to empower students with the knowledge, skills, and motivation to lead active, healthy lives and leave school with a positive experience of physical education.

Foundation Stage PE Curriculum Sequence

Autumn HT1	Autumn HT2	Spring HT1	Spring HT2	Summer HT1	Summer HT2
Health Related Fitness	Invasion Games	Lifesaving	Outdoor Adventurous Activities	Net and Wall Games ness	Climbing & Parkour
Intent: The intent of the Year 9 Health-Related Fitness curriculum is to develop students' understanding of the importance of maintaining and improving personal health and wellbeing through regular physical activity. This strand of Physical Education aims to give students the tools, confidence, and motivation to take responsibility for their own fitness, both during their school years and throughout adult life. Through a variety of structured and inclusive activities such as circuit training, resistance work, functional fitness, aerobic training, mobility exercises, and bodyweight conditioning. Students will learn to: understand and apply the components of fitness, use fitness principles, interpret basic health and fitness data, Recognise the physical, mental, and emotional benefits of regular exercise and develop lifelong habits.	Intent: The Year 9 Invasion Games curriculum is designed to help students develop not only sport-specific skills but also resilience, self-regulation, communication, and positive engagement with others. Our intent is to use a range of invasion games (e.g. football, basketball, handball, rugby, netball) to create structured, supportive, and success-focused learning experiences. These activities provide consistent opportunities to build confidence, feel a sense of achievement, and experience teamwork in a safe, inclusive environment. This curriculum follows the KS3 National Curriculum for PE but is differentiated and trauma-informed to meet the diverse needs of learners.	Intent: The Year 9 Lifesaving unit is designed to empower students with essential life skills that promote personal safety, physical literacy, and emotional development. These activities not only teach vital physical and safety skills but also support personal growth, confidence, resilience, and responsibility in a structured and calming environment. Our aim is to ensure that all students, regardless of previous experience or ability, can become safe, confident swimmers, understand water safety, and learn basic lifesaving techniques.	Intent: The Year 9 Outdoor Adventurous Activities (OAA) curriculum is designed to empower students through experiential learning, practical problem-solving, and collaborative challenges. Many of our learners have experienced disruption in their education or face barriers to engagement. OAA provides a vital opportunity to rebuild confidence, develop trust, and explore physical activity outside of traditional sporting environments. Through a carefully structured and supportive programme of outdoor-based tasks—ranging from orienteering and map skills to team-building and low-level adventure—we aim to foster personal growth, resilience, and a sense of achievement. The OAA curriculum acts as both a physical and emotional development tool, enabling learners to thrive in unfamiliar but nurturing environments.	Intent: the Year 9 Net and Wall Games curriculum is designed to provide students with meaningful, inclusive, and empowering physical education experiences that prioritise engagement, emotional development, and foundational skill progression. Many of our learners arrive with fragmented prior learning, negative experiences in sport, or difficulties with social interaction and behavioural regulation. This curriculum addresses those needs by offering a low-contact, highly structured, and skill-focused environment that builds confidence through accessible challenges. Net and wall games such as badminton, table tennis, and paddle ball, are used as vehicles to develop fine and gross motor skills, particularly in hand-eye coordination, agility, and spatial awareness, reinforce social learning through structured partner and small-group interaction and promote self-discipline, patience, and emotional control, especially in competitive scenarios that require turn-taking and rule adherence.	Intent: The Year 9 Climbing and Parkour curriculum is designed to provide a powerful platform for personal growth, physical development, and emotional resilience. Climbing and parkour offer a unique combination of individual challenge and expressive movement, which is ideal for learners who may struggle with traditional, team-based PE. These activities allow students to move at their own pace, assess and manage their own risk, and experience success through overcoming obstacles. This curriculum is intentionally designed to: Rebuild confidence through structured challenges where progress is visible and celebrated. Promote calm focus, risk assessment, and trust, which is particularly important for students. Offer opportunities for safe exploration, self-expression, and movement mastery, in a setting that values effort over competition.
Know Students will know: - The five components of fitness: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition. - Basic anatomy and physiology related to fitness, including major muscle groups and heart rate zones. - The principles of training (e.g. FITT, overload, specificity, progression) and how these influence exercise planning. - The benefits of regular physical activity, including improved mood, sleep, concentration, and long-term health. - How to assess personal fitness levels using simple data (e.g., recovery rate, RPE, pulse tracking). SHOW Students will: - Take part in a range of fitness-based activities including circuits, aerobic workouts, bodyweight exercises, and flexibility training. - Apply fitness principles when designing and completing personal or group workouts. - Track their progress using fitness testing and basic data collection tools. - Demonstrate correct technique, posture, and form, adapting exercises where necessary for safety and accessibility. - Show self-discipline, motivation, and cooperation during independent and group activities. GROW Students will: - Build confidence in managing their own fitness routines and making informed choices about their health.	Know Students will know: - The rules, positions, roles, and scoring systems across a range of invasion games. - Explore tactical principles such as creating space, transitioning from attack to defence, and pressing/markng. - Learn about the importance of communication, decision-making, and positional awareness in team play. - Understand how participation in invasion games contributes to physical fitness (e.g. agility, coordination, endurance) and mental wellbeing. - Begin to make links between sportsmanship, fairness, and real-life values such as respect, responsibility, and integrity. SHOW Students will: - Develop and demonstrate core movement skills (passing, receiving, shooting, dribbling, intercepting, tackling). - Take part in small-sided, adapted, and full-format games in a way that is progressive and scaffolded for success. - Use guided practice, teacher modelling, and peer collaboration to improve individual and team-based performance. - Show the ability to work as part of a team, communicating clearly, solving problems collaboratively, and taking on different roles such as captain, coach, or referee. - Engage with structured routines and consistent expectations, learning how to follow rules and take feedback positively.	Know Students will know: - Learn the rules of safe participation in and around water. - Understand the risks of open water and how to assess danger. - Explore basic principles of lifesaving and self-rescue techniques. - Develop knowledge of different swimming strokes and when they are best used. - Understand how swimming contributes to fitness, wellbeing, and survival. SHOW Students will: - Demonstrate a range of swimming strokes (e.g. front crawl, backstroke, breaststroke) with increasing control and efficiency. - Practise floating, treading water, and basic rescue techniques. - Take part in structured aquatic challenges that require teamwork, problem-solving, and safe decision-making. - Apply basic lifesaving skills, such as using flotation devices, reaching rescues, and emergency response protocols. - Work towards personal swimming milestones, including safe entries/exits, confidence in deep water, and safe breathing techniques. GROW Students will: - Build self-confidence, especially those with past negative experiences around water. - Develop trust, communication, and leadership skills through paired and group tasks. - Learn how to stay calm under pressure, improving emotional	Know Students will know: - Learn navigation and orientation skills, including how to read basic maps, use a compass, and plan simple routes - Understand the importance of trust, collaboration and safety in unfamiliar or challenging environments - Explore how to plan and evaluate strategies when tackling team challenges (e.g. escape scenarios, survival challenges, or obstacle courses) - Learn how to identify personal strengths and limitations, and how to contribute meaningfully to group success - Understand the role of reflection and how mindset influences outcomes SHOW Students will: - Take part in a range of structured outdoor tasks, including navigation routes, scavenger hunts, team relays, and leadership rotations - Practise effective communication and teamwork during group-based challenges, such as blindfold trails or trust exercises - Apply decision-making and strategy to overcome practical and mental obstacles - Reflect on their own contribution and performance, using peer feedback and teacher guidance - Demonstrate increasing independence, initiative, and resilience in planning and executing OAA tasks GROW Students will: - Build self-esteem and ownership of their learning journey through	Know Students will know: - Learn the rules, scoring systems, and etiquette of net/wall games (e.g. badminton singles/doubles, table tennis rallies, volleyball rotation) - Understand the principles of play, including shot placement, space creation, and opponent positioning - Develop knowledge of basic tactics, such as serving strategy, footwork, and shot variation - Recognise how these activities support health, including reaction time, coordination, and aerobic fitness - Understand the importance of resilience, routine, and respect in both solo and paired gameplay SHOW Students will: - Practise and refine core techniques, including serves, returns, volleys, smashes, and placement shots - Demonstrate progressive control and accuracy, adapted to personal ability level - Engage in partner and small-group drills to build rhythm, timing, and reaction skills - Take part in modified games that emphasise cooperation before competition - Reflect on personal skill development and use peer feedback to improve GROW Students will: - Build resilience and emotional control through game play, especially in win/loss situations - Strengthen focus and self-discipline, managing frustrations and maintaining concentration over multiple rounds	Know Students will know: - Learn and apply the fundamental principles of safe climbing and parkour, including warm-up routines, landing techniques, and spotting - Understand movement efficiency, momentum, and flow when overcoming obstacles - Explore how the body moves through space, with a focus on balance, coordination, and grip - Develop risk-assessment and safety awareness in practical scenarios (e.g. height judgement, surface contact, exit strategies) - Recognise the benefits of climbing and parkour for physical and mental health, including stress reduction and improved focus SHOW Students will: - Practise core parkour and climbing movements, such as: Vaults (e.g. safety vault, speed vault) - Rolls and landings - Traverses and climbing holds - Build and perform movement sequences using walls, platforms, or low-level climbing surfaces - Engage in problem-solving tasks, such as route-planning, sequencing, and overcoming environmental challenges - Demonstrate safe spotting, self-checks, and appropriate use of equipment - Reflect on their learning, giving and receiving constructive feedback with a focus on control, creativity, and effort GROW Students will: - Improve self-confidence and self-efficacy through achievable personal challenges

• Develop a growth mindset, recognising effort and consistency as key drivers of improvement. • Learn to use physical activity as a tool for stress relief, emotional regulation, and improved mental wellbeing. • Identify personal strengths and areas for development and set realistic, personalised goals. • Foster a positive, proactive attitude toward physical activity that continues beyond school.	GROW Students will: • Build self-confidence and self-belief through repeated success, structured praise, and reflection on progress. • Develop a growth mindset, understanding that improvement comes through effort, practice, and persistence. • Learn to manage frustration, conflict, and emotional regulation through challenge in a supported, safe space. • Set personal targets related to skill development, fitness, teamwork, or behaviour, and track their progress over time. • Understand how skills developed in PE—such as leadership, empathy, resilience, and accountability—are transferable to wider life situations, including relationships, education, and employment.	• regulation and response in stressful situations. • Take ownership of personal safety, responsibility for others, and pride in achieving vital life skills. • Gain a sense of accomplishment through visible, measurable progress in swimming competence and lifesaving	personal goal setting and challenge tasks • Develop emotional regulation in uncertain or high-pressure situations • Improve social and emotional skills, including empathy, patience, leadership, and supportiveness • Begin to reframe failure as a learning opportunity, using outdoor tasks as a safe space to explore trial and error • Recognise the benefits of active engagement with nature for mental health, wellbeing, and stress management	• Develop positive communication, particularly in doubles formats or rally-based cooperative games • Experience success through effort and repetition, regardless of previous sporting experience • Learn how structured play can support mental health, belonging, and personal regulation	• Develop emotional regulation, patience, and perseverance—especially when facing initial failure or fear • Learn to trust their judgment and the support of others, promoting social trust and peer encouragement • Channel energy and emotions into creative, non-aggressive physical expression • Discover new ways of being active that connect freedom of movement with mental focus and disc
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Feeds From: The PE curriculum recognises that students will have differing attitudes, experiences, and confidence levels towards physical activity. By offering a broad and varied range of units, it provides multiple opportunities for students to find areas where they feel comfortable, capable, and willing to engage. The diversity of experiences ensures that all students can access and benefit from physical activity in a way that supports their development. This inclusive approach aims to build positive relationships with movement and encourage lifelong participation

Feeds into: These strands are carefully sequenced to build a holistic physical education experience, where each area complements and reinforces the others. Health Related Fitness underpins all activities by developing core physical capacity, while Invasion and Net & Wall Games apply these skills in structured, social contexts. Lifesaving and Outdoor Adventurous Activities extend learning into real-world and problem-solving environments, promoting responsibility and teamwork. Climbing and Parkour further enhance individual resilience, confidence, and controlled risk-taking. Together, they create a progressive curriculum that supports physical, social, and emotional development.