


STANDARD

PESSPA Manual

2025 / 2026



**EDSTART
PE CURRICULUM**

The background is a solid orange color. In the lower right quadrant, there is a large, dark blue geometric shape that resembles a stylized arrow or a corner of a building, pointing towards the bottom right. The text is white and positioned on the orange background, to the left of the blue shape.

The electricity of your first match. The joy of your first dance. The thrill of winning, losing, celebrating with your teammates. That's something every child deserves.

EDSTART SPORTS COACHING has been supporting schools in PE since 2007 and our aim is to create positive attitudes towards physical activity for everyone.

At **EDSTART**, we believe sport is a great way to kick-start wellbeing and build firm foundations for later life. Most importantly - it's lots of fun! We work to nurture and develop fitness, social skills and positivity in every child, encouraging them every step of the way.

Physical Education is an important part of life, and it starts from an early age. At **EDSTART**, we want to ensure all children benefit from a well-taught curriculum and have key interests in enrichment activities, which supports a happier, healthier life.

We believe sport can help children grow, have fun, and learn valuable life skills.

PHYSICAL EDUCATION, SCHOOL SPORT AND PHYSICAL ACTIVITY (PESSPA)

PESSPA — Physical Education, School Sport, and Physical Activity — all involve physical movement, but each plays a distinct and important role in a child's development.

PHYSICAL EDUCATION

The **EDSTART** Physical Education Curriculum is the planned and progressive programme of learning delivered during timetabled curriculum time and accessible to all pupils. It aims to develop physical competence while also using movement as a vehicle for wider learning. Through engaging in a broad range of activities—including sport, movement to music, and other physical pursuits—children not only enhance their physical skills but also develop key personal and social attributes, such as cooperation, communication, and resilience.

SCHOOL SPORT

School Sport refers to structured learning opportunities outside the formal PE curriculum, often as part of the extended school day. This is commonly known as out-of-school-hours learning. The **EDSTART** School Sport programme is designed to enhance and expand upon the core learning delivered through Physical Education. It plays a crucial role in strengthening the connection between school-based activity and wider community sport and physical activity, supporting children in developing lifelong engagement in active lifestyles.

PHYSICAL ACTIVITY

Physical Activity encompasses all forms of bodily movement that require energy expenditure. While it includes structured activities such as Physical Education, sport, and movement to music, the term also covers a much broader range of movement. This includes indoor and outdoor play, active travel (such as walking, cycling, scooting, or rollerblading), work-related tasks, outdoor and adventurous pursuits, as well as everyday habitual activities like climbing stairs, doing housework, and gardening.

INTENT, IMPLEMENTATION AND IMPACT

At **EDSTART**, we believe that every child deserves the opportunity to grow into a confident, knowledgeable, and well-rounded individual. Through a rich and engaging curriculum, we provide children with the skills and experiences they need to thrive—both in school and in life.

INTENT

- To promote physical activity and help children understand the role it plays in a healthy, active lifestyle.
- To develop key physical skills through a broad range of activities
- To provide opportunities for enjoyment, competition, and cooperation in varied and challenging physical contexts.
- To build fundamental movement skills, confidence, and competence in agility, balance, and coordination—individually and with others.

IMPLEMENTATION

- Teaching is underpinned by the national curriculum for PE.
- Children will develop mastery of basic movements (e.g. running, jumping, throwing, catching) and develop balance, agility, and coordination across a range of activities.
- Pupils will take part in team and competitive games (e.g. football, netball, cricket), with modified rules where appropriate, applying principles of attack and defence.
- Movement to music sessions will focus on simple movement patterns for expression and enjoyment.
- Pupils will learn to combine and apply a broad range of physical skills in sequences and varied contexts.
- Athletics and gymnastics will be used to develop flexibility, strength, control, technique, and balance.
- Outdoor and adventurous activities will build teamwork, resilience, and individual challenge.
- Pupils will be supported to evaluate and improve their performances, striving for personal bests.

IMPACT

Through our offer, each pupil's wellbeing and fitness will be improved, not only through the sporting skills taught, but through the values and disciplines it promotes. Within our lessons, children are taught about self-discipline and that to be successful they need to take ownership and responsibility for their own health and fitness. Our impact is therefore to motivate children to apply the skills they've been taught in an independent and effective way to live happy and healthy lives.

Through using the **EDSTART** Physical Education Curriculum each child will have full access and achieve in the four main areas of the Physical Education National Curriculum.

- 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.

QUALITY ASSURANCE

At **EDSTART**, Quality Assurance (QA) plays a central role in maintaining the integrity, consistency, and impact of our Physical Education, School Sport, and Physical Activity (PESSPA) offer. A key focus of our QA process is the continual development and refinement of our curriculum, ensuring that what we teach is purposeful, progressive, and aligned with national expectations.

Curriculum Design – A Collaborative, Evidence-Informed Approach.

Our curriculum is designed in-house by a team of experienced educators, including former Head Teachers, national curriculum specialists, and PE subject leaders. This collaborative team ensures that every unit, lesson, and activity is:

- Aligned with the National Curriculum for Physical Education
- Structured to offer progressive learning from EYFS through to Key Stage 2
- Inclusive and accessible to all learners, regardless of background or ability
- Embedded with opportunities for skill development, personal growth, and cross-curricular links

We regularly review current research, Ofsted reports, and sector guidance to ensure our curriculum is evidence-informed and reflective of best practice in primary Physical Education.

Quality Control in Curriculum Content.

To uphold consistency and quality across all **EDSTART** sessions, we implement:

- A centralised scheme of work that maps out learning objectives, outcomes, and assessment opportunities
- Detailed lesson plans with clear teaching points, differentiation strategies, and resources
- Integration of fundamental movement skills, sport-specific skills, and health-related fitness
- Coverage of wider learning areas such as teamwork, resilience, leadership, and self-evaluation

This ensures that the curriculum is not just a teaching tool but a strategic framework for long-term development and impact.

Monitoring and Reviewing the Curriculum.

Our QA team undertakes regular curriculum reviews that include:

- Feedback from schools and PE leads on relevance, effectiveness, and progression
- Coach insight and practitioner feedback from delivery experience
- Pupil voice and outcome data to ensure engagement and progression

Through this ongoing review cycle, we adapt and enhance curriculum content to ensure it remains fresh, purposeful, and tailored to the schools we serve.

In summary, the **EDSTART** QA process is deeply rooted in the strength of our curriculum writing and review. By investing in the ongoing development of high-quality, evidence-based content, we ensure that every session delivered by our coaches is meaningful, inclusive, and capable of transforming children's attitudes and abilities through Physical Education.

MEET THE TEAM

Tom is the General Manager at **EDSTART SPORTS COACHING**, bringing over 20 years of experience in teaching and coaching across various sports and countries. As a qualified teacher, he has spent a decade leading PE and sports programs, demonstrating a deep commitment to Physical Education.

His academic credentials include a degree in Sports Management, the AfPE Level 6 PE Specialism Award, and the AfPE Level 4 Supporting Pupils' Well-being Award. He also holds a master's degree in physical education, Sport and Physical Literacy.

Tom is a Director of **EDSTART CURRICULUM SOLUTIONS**, where he leads the writing and design of the **EDSTART** Physical Education Curriculum



TOM FEIGHAN

James is the Headteacher at St James' C of E Primary School in Ashton. He recently joined the Trust in September 2021 as a new Headteacher, after 8 years as a Deputy Headteacher. James has supported schools across Greater Manchester in raising standards in English and supported schools with developing their curriculums with a focus on pupils with English as an additional language. As an SLE, he has lead training for Early Career Teachers across a local authority with reading, writing and behaviour management.

James is a Director of **EDSTART CURRICULUM SOLUTIONS**, providing support and expert knowledge is how the **EDSTART** Physical Education Curriculum is written following with National Curriculum and Ofsted guidelines,



JAMES ROLT

Chrissy is an ILM Level 7 Executive Coach and Mentor specialising in supporting leadership, organisational, team and individual change and growth.

She offers over 25 years of leadership experience with a background spanning both industry and education. Chrissy has enjoyed several leadership roles, initially as a chartered buyer and then moving into primary teaching and senior leadership roles, resulting in a wonderfully fulfilling career as Primary Principal of a leading 3 – 18 Independent School. She is committed to supporting education on a voluntary basis serving two governing roles in both the State/Academy Trust and Independent sectors.



CHRISSY HOWARD

Kath brings a wealth of experience to the **EDSTART** Leadership Team, having spent over 37 years in education – including 22 years as a Head Teacher with Bury Local Authority. She joined **EDSTART** in September 2022, shortly after retiring from her long-standing role as Head Teacher at St. Margaret's Church of England Primary School in Prestwich (2004–2022).

At **EDSTART**, Kath oversees our Quality Assurance processes, ensuring all coaches are equipped to deliver high-quality, safe, and inclusive PE lessons that meet national curriculum and Ofsted standards. Her leadership ensures that the **EDSTART** experience is consistently excellent across all schools and communities we serve.



KATH PERRY

PHYSICAL EDUCATION PROVISION

LEARNING THE FUNDAMENTALS

The **EDSTART** Physical Education Curriculum is designed to develop physically literate pupils with the knowledge, skills, and motivation to lead active, healthy lives. Our approach is aligned with the national curriculum and shaped by educational guidance from the Association for Physical Education and Sports Leaders UK.

Our curriculum is sequenced to ensure progression, with each year building on prior learning. It is structured around four key strands: **MOVING EDSTART** (fundamental movement and coordination), **PLAYING EDSTART** (application through games and activities), **COMPETING EDSTART** (preparation for competitive environments), and **COMPLETE EDSTART** (holistic development including leadership, health, and wellbeing).

We provide schools with a complete teaching and learning package, including schemes of work, knowledge organisers, and pupil assessments. These tools support teacher delivery and provide clear evidence of progress over time.

All content is mapped against clearly defined yearly endpoints, ensuring coverage, consistency, and challenge for all learners. Our curriculum promotes inclusive, enjoyable, and high-quality PE that equips children with essential life skills and a positive attitude towards physical activity.

EARLY YEARS FOUNDATION STAGE

Physical Development and Fundamental Movements are vital in young children. In EYFS their gross and fine motor experiences are developed through sensory exploration, focusing on strength, co-ordination and positional awareness. We provide opportunities for all children to build core strength, stability, balance, spatial awareness, co-ordination and agility through our **MOVING EDSTART** and **PLAYING EDSTART** units of work.

KEY STAGE 1

It is essential that all children are given an opportunity to develop a positive approach to PE at this early stage in their school lives. We deliver sessions in a fun and engaging environment where children can develop their co-ordination, control, manipulation and movement. Our balanced programme of activities is provided, using games, movement and gymnastics. Using the National Curriculum as a framework, **EDSTART** Physical Education Curriculum equips children in Key Stage 1 with the knowledge, skills, and understanding they need. Progression is built through our **MOVING EDSTART**, **PLAYING EDSTART**, and **COMPETING EDSTART** units of work.

KEY STAGE 2

During this stage, children will develop a positive approach to PE following their achievements and development in Key Stage 1. They will explore and develop their knowledge and techniques from a wide range of sports and PE activities. Throughout the academic year, our balanced programme of activities will include **MOVING EDSTART**, **PLAYING EDSTART** and **COMPETING EDSTART** in invasion games, striking and fielding, net and wall, gymnastics, movement to music, outdoor adventures and athletics. The programme places a firm emphasis on enjoyment, development of health and fitness and for all children to establish a long-lasting interest in maintaining healthy lifestyles. Children will benefit from a PE curriculum which will motivate them to succeed and participate in sport, games and exercise, offering them a **COMPLETE EDSTART**.

PHYSICAL EDUCATION PROGRAMMES OF STUDY

KEY STAGES 1 AND 2 NATIONAL CURRICULUM IN ENGLAND (PUBLISHED SEPTEMBER 2013)

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.

AIMS

The national curriculum for Physical Education aims to ensure that all pupils:

- 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.

ATTAINMENT TARGETS

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

EDSTART PE CURRICULUM: PURPOSE OF STUDY

All pupils will benefit from the **EDSTART** Physical Education curriculum which will inspire them to enjoy, achieve, and take part in sport, games, exercise, and other physically active experiences.

It provides meaningful opportunities to develop a broad range of physical skills, knowledge, and understanding to support their health, fitness, and wellbeing.

Through Physical Education, School Sport, and Physical Activity, pupils will engage in competitive and cooperative activities that help build character and promote values such as determination, perseverance, fairness, and respect.

AIMS OF THE EDSTART PE CURRICULUM

- **MOVING EDSTART:** Explore a wide variety of physical activities and movement experiences.
- **PLAYING EDSTART:** Strengthen fundamental movement skills through fun and engaging games.
- **COMPETING EDSTART:** Apply skills confidently in challenging and competitive situations.
- **COMPLETE EDSTART:** Be equipped with the knowledge, fitness, and confidence for high school and lifelong activity.

EDSTART **STATEMENT**

At **EDSTART**, all pupils will benefit from a Physical Education curriculum which motivates them to succeed and participate in sport, games, exercise, and other physically demanding activities.

Through our broad and balanced curriculum children will receive a:

MOVING **EDSTART**

Children will start their journey to becoming physically competent as they develop their fundamental movement skills through experiencing a broad range of activities. Children will learn the benefits of physical activity and leading healthy, active lives.

PLAYING **EDSTART**

Children will start to develop their fundamental movement skills further as they become increasingly competent and confident in a broad range of activities to extend their agility, balance, co-ordination, individually and with others.

COMPETING **EDSTART**

Children are given plenty of time to practice and refine their fundamental movement skills before they progress to applying them in more complex situations. Here children will engage in competitive sports and activities.

COMPLETE **EDSTART**

As children come to the end of their **EDSTART** journey, they will have benefited from a PE Curriculum which has motivated them to succeed and participate in sport, games and exercise. Through this they will be fully prepared for high school and beyond.

EDSTART PE CURRICULUM

The **EDSTART** Physical Education Curriculum: Aligned with Ofsted's Three Pillars of Progression

At **EDSTART**, we believe that high-quality Physical Education provides more than just the opportunity to be active. It is a vital part of every child's personal development—physically, mentally, socially and emotionally. Our PE curriculum is carefully designed around Ofsted's Three Pillars of Progression:

- Fundamental Movement Skills (Motor Competence)
- Rules, Strategies and Tactics
- Healthy Participation

These pillars guide every lesson, sequence, and learning outcome in our curriculum. They ensure that all pupils build knowledge, apply skills with increasing fluency and independence, and develop the behaviours and attitudes to lead active, healthy lives.

FUNDAMENTAL MOVEMENT SKILLS (also see Page 43)

What it means:

Motor competence is the development of the physical building blocks for movement. These are the essential movement patterns that enable children to move confidently, efficiently and safely across a range of environments and activities.

How we develop it:

In EYFS and KS1, we focus on the ABC skills – Agility, Balance and Coordination – through fun, accessible and imaginative games. Pupils are taught locomotor skills (running, jumping, hopping), stability (balancing, twisting, landing) and object control (throwing, catching, striking, kicking).

In KS2, these skills are refined and combined in more challenging contexts like sport-specific activities, gymnastics sequences, athletics events, and movement to music choreography.

Why it matters:

Mastery of these skills is crucial for participation in sport and physical activity. Children with strong motor competence are more likely to enjoy PE, remain active as they grow older, and take part in a wider variety of activities with confidence.

RULES, STRATEGIES, COMPETITION AND TACTICS

What it means:

This pillar focuses on helping children understand the 'how' and 'why' behind activities—not just performing the skills but applying them effectively within the context of structured games and competitions.

How we develop it:

From KS1 onwards, pupils learn how to follow rules, work with teammates, and respect opponents and officials.

As they move through KS2, we introduce more complex concepts such as spatial awareness, marking and defending, attacking principles, teamwork, and tactical thinking.

Children are encouraged to make decisions during gameplay, analyse their performance, and adapt strategies to improve outcomes.

Why it matters:

This element promotes critical thinking, fairness, leadership, and collaboration. It also creates a sense of enjoyment through meaningful competition and personal improvement. These life skills prepare pupils not just for success in sport, but in all social and collaborative settings.

HEALTHY PARTICIPATION

What it means:

Healthy participation is about developing the knowledge, motivation and confidence to engage in physical activity for life. It covers how physical activity supports physical and mental wellbeing and encourages healthy lifestyle choices.

How we develop it:

Pupils learn about the short- and long-term benefits of exercise, including improved fitness, concentration, mood, and resilience. We explore the effects of exercise on the body (heart rate, breathing, strength, flexibility) and link this to the science and health education curriculum.

Children are supported to find activities they enjoy and are given opportunities to lead, reflect and set goals for themselves. Through inclusive and varied opportunities, we promote regular participation in both structured and informal physical activity.

Why it matters:

This pillar ensures pupils are not just active in PE lessons but begin to value and seek out physical activity in their daily lives. It supports emotional regulation, social development and long-term health – vital for positive futures.

How the Three Pillars Work Together in the EDSTART PE Curriculum

Each of the Three Pillars is embedded into every unit, lesson and progression step. For example:

A basketball unit will develop motor competence (dribbling, shooting, agility), involve strategic play and teamwork, and promote healthy competition and active lifestyle messages.

A movement to music lesson will build coordination and strength, involve sequencing and interpretation, and include reflection on how movement supports mood and self-expression.

The **EDSTART** Physical Education Curriculum does not treat these areas in isolation – we integrate them meaningfully across the year to support physical literacy, social growth, emotional wellbeing and cognitive development.

Our End Goal: The COMPLETE EDSTART

By the end of primary school, every child should:

- Be physically confident and skilled in a wide range of movement patterns.
- Be able to understand, apply and adapt rules and strategies in games and performances.
- Be motivated to lead an active lifestyle, with a clear understanding of the health benefits of movement.

This is what we call the **COMPLETE EDSTART**. A young person who is ready to thrive in secondary school PE and engage in lifelong physical activity with enjoyment and purpose

KNOW, GO, SHOW APPROACH

The **EDSTART KNOW**, **EDSTART GO**, **EDSTART SHOW** model is designed to support a truly holistic approach to teaching and learning in physical education. By separating learning into three clear strands, it provides teachers with a simple but powerful structure to plan, deliver, and review lessons that develop the whole child. Lessons are not limited to physical activity alone but ensure children grow cognitively, physically, and socially. This model also strengthens assessment by making success criteria explicit in each area, helping pupils understand what progress looks like and giving teachers a consistent framework to ensure all children achieve in every lesson.

EDSTART KNOW (cognitive learning) focuses on what children understand and remember about physical education. It covers rules, tactics, terminology, health benefits, and the reasons behind why we move in certain ways. Teachers should encourage questioning, reflection, and discussion so pupils can make meaningful connections between their PE experiences and their wider learning and wellbeing. This cognitive element is woven into every lesson plan and success criteria, ensuring children are not just “doing” PE but thinking about it, too. By achieving the “Know” strand, pupils build the knowledge needed to become confident, reflective, and informed participants in sport and physical activity.

EDSTART GO (physical learning) represents the action and movement of PE. It is where children develop coordination, movement skills, fitness, and the ability to apply these skills in different contexts and games. Lessons are designed to build physical competence progressively, with teachers using the STEP principle (Space, Task, Equipment, People) to adapt and challenge every learner. Success criteria within lesson plans ensure pupils are clear on what physical outcomes they are working towards. By achieving the “Go” strand, children learn to practice, refine, and perform skills at their own level, while building the confidence to try new movements and enjoy being active.

EDSTART SHOW (social learning) captures the personal, social, and emotional side of physical education. It emphasises values such as teamwork, leadership, respect, resilience, and fair play, all of which are integral to meaningful participation in PE and sport. Teachers create opportunities for children to collaborate, communicate, and support each other in every lesson, with success criteria highlighting these behaviours. Reflection is encouraged so pupils understand the impact of their actions on others. By achieving the “Show” strand, children not only improve their sporting ability but also develop life skills, shaping them into considerate, resilient, and socially responsible individuals beyond PE lessons.

Together, these three strands provide a balanced and practical framework for lesson design and assessment, ensuring that PE is purposeful, inclusive, and engaging for all pupils. By explicitly planning for Know, Go, and Show, teachers can structure learning that extends beyond physical activity alone. The framework encourages you to develop pupils' understanding of key concepts (Know), provide clear opportunities to practice and refine physical skills (Go), and foster positive behaviours and values through social interaction (Show). Embedding these strands in lesson objectives and success criteria helps ensure every child learns, improves, and feels a sense of belonging in every session.

EDSTART KNOW

(Understand – Cognitive)

- Children learn and remember the rules of different games (e.g., knowing how to restart play in football with a throw-in).
- They understand tactics and strategies (e.g., spreading out in a game to create space).
- They develop problem-solving skills (e.g., deciding when to pass or shoot in a game).
- They can explain why certain movements help performance (e.g., bending knees when jumping improves height and control).
- They reflect on their own learning and suggest ways to improve (e.g., “next time I will look up before passing”).
- They make connections to health and wellbeing (e.g., understanding that exercise makes the heart stronger).
- They use correct terminology to describe actions (e.g., knowing the difference between a chest pass and bounce pass in netball).

EDSTART GO

(Perform – Physical)

- Children practise and perform skills with their bodies (e.g., dribbling a ball in football).
- They develop coordination (e.g., throwing and catching a ball with both hands).
- They show control in movement (e.g., balancing on one foot in gymnastics).
- They demonstrate agility and speed (e.g., dodging defenders in tag games).
- They show determination to keep improving (e.g., trying again when a throw doesn't reach the target).
- They apply skills in game situations (e.g., using a chest pass in a basketball match).
- They improve fitness through effort and perseverance (e.g., completing a relay with consistent pace).

EDSTART SHOW

(Belong – Social)

- Children work effectively with others (e.g., passing to teammates rather than keeping the ball themselves).
- They demonstrate teamwork (e.g., supporting their partner during a paired skipping challenge).
- They show respect and fair play (e.g., shaking hands after a game regardless of the result).
- They encourage and include everyone (e.g., praising someone who is less confident in gymnastics).
- They show resilience (e.g., carrying on after missing a shot rather than giving up).
- They take on leadership roles (e.g., organising a warm-up for their group).
- They reflect on values in PE (e.g., understanding that working together is more important than just winning).

The **EDSTART KNOW – GO – SHOW** model creates a holistic framework for teaching PE by recognising that meaningful learning is more than physical activity. It combines three strands—thinking (Know), doing (Go), and social belonging (Show) to ensure children develop cognitively, physically, and socially in every lesson. The model gives teachers a clear structure to plan success criteria beyond physical performance, supporting assessment of knowledge, understanding, behaviour, and skill. It also helps children reflect on what they have learned, can do, and how they work with others. By embedding shared language, Know–Go–Show makes PE about building knowledge, skills, and character.

TYPES OF KNOWLEDGE

WHAT?

Declarative

Declarative knowledge involves understanding the 3 Pillars of progression and being able to talk about what to do in various sporting / physical contexts.

HOW?

Procedural

Procedural knowledge is where children can demonstrate their declarative knowledge and know how they can use it in different sporting / physical contexts.

WHEN?

Conditional

Conditional knowledge is where children know when to use both declarative and procedural knowledge and apply them into different sporting / physical contexts.

HOW THE 3 PILLARS OF PROGRESSION MATCH WITH THE EDSTART CURRICULUM.

FUNDAMENTAL MOVEMENT SKILLS

WHAT: Through our **MOVING EDSTART** & **PLAYING EDSTART** statements, children know what movements skills look like in different sporting / physical contexts.

HOW: Through our **COMPETING EDSTART**, children know how to use their fundamental movement skills whilst performing.

WHEN: Through our **COMPLETE EDSTART**, children will understand when and why they need the Fundamental Movement skills.

RULES, STRATEGIES, COMPETITION & TACTICS

WHAT: Children will know the rules and strategies for a range of different sports using the **PLAYING EDSTART** & **COMPETING EDSTART**.

HOW: To use the rules and strategies for a range of different sports using the **COMPETING EDSTART** statement.

WHEN: Children know when and why they are using specific rules and strategies in a range of different sports using the **COMPLETE EDSTART** statement.

HEALTHY PARTICIPATION

WHAT: Children know what being healthy involves and choose to participate in PE for the physical and mental health benefit.

HOW: Children can make connections between their declarative knowledge of health and how it applies to Physical Education physical activity.

WHEN: Children will be able to make informed choices about their participation in physical activity outside of school.

CURRICULUM OFFER

By using the **EDSTART** Physical Education Curriculum, you have the option to choose from any of our Units of Work and make the curriculum work for your pupils. By doing so, your PE provision will follow the 3 key areas and meet the National Curriculum for providing a broad and balanced offer.

LONG TERM PLAN

KEY STAGE FOCUS

EARLY YEARS

We encourage the physical development of children in the Foundation Stage as an integral part of their schoolwork. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years. We encourage the children to develop confidence and control of the way they move and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

KEY STAGE ONE

The children will be taught basic skills and team games. Develop fundamental movement skills.

Engage in competitive and co-operative activities in a range of increasingly challenging situations

KEY STAGE TWO

The children will develop and apply a broader range of skills, using them in different ways and linking them to make actions and sequences of movement.

Use discrete skills in team games and competition.

Improve personal best' - recognising a child to improve in different activities.

Our PE curriculum will inspire all pupils to engage, succeed and excel in competitive sport and other physically demanding activities.

PE lessons will give opportunities to compete in sport and other physical activities, which will build the character of every child and will consistently encourage and embed values such as fairness and respect.

Children in each key stage will also have further opportunities to take part in sport and other physical activities through a high-quality extra-curriculum programme; this will further support their health and fitness and help them to lead healthy, active lives.

Through a wide and varied curriculum, children will leave Primary School with the skills needed to be ready for High School Physical Education.

EARLY YEARS

MOVING EDSTART - ANIMAL BOOGIE YOGA	Pupils will be able to complete a full Yoga circuit and be able control their bodies when doing so.
MOVING EDSTART - FUN FITNESS	Pupils will learn about being active and the effects of exercise on their bodies.
MOVING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - BODY CONTROL	This area is covered in all aspects of EYFS PE. Pupils begin with basic moves and develop better co-ordination of movements. They will practice running movements, hand-eye co-ordination and basic motor skills.
MOVING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - LOCOMOTOR SKILLS	Pupils will develop a range of skills including agility, balance, co- ordination, skipping, hopping, kicking and many more.
MOVING EDSTART - GYMNASTICS	Pupils will learn basic skills in travelling, being still, finding a space and using it safely. They develop the range of their skills and actions, for example balancing, taking off and landing, turning and rolling.
MOVING EDSTART - MOVEMENT TO MUSIC	Pupils will use movement to perform basic skills such as travelling, being still, making a shape, jumping, turning and gesturing.
MOVING EDSTART - STORY BOOK SPORTS	Pupils will learn basic skills in travelling, being still, finding a space and using it safely through popular story books.
PLAYING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - OBJECT CONTROL	Pupils will be introduced to sending and receiving of various equipment in different ways and develop these skills through the Unit of Work
PLAYING EDSTART - INTRO TO GAMES	Pupils will be introduced to modified small-sided games using the skills they have learnt. Pupils will use their Fundamental Movement Skills and apply them into sports specific games.
PLAYING EDSTART - INTRO TO RACKET SKILLS	Pupils will be introduced to racket skills and develop skill of ball manipulation.
COMPETING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - OBJECT CONTROL	Pupils will develop their sending and receiving skills in different ways and develop these skills in simple games and activities.
COMPETING EDSTART - INTRO TO GAMES	Pupils will be introduced to modified small-sided games using the skills they have learnt. Pupils will use their Fundamental Movement Skills and apply them into sports specific games.
COMPETING EDSTART - SPORTS DAY ACTIVITIES	Pupils will take part in races and relays and learn how to win and lose gracefully.

YEAR ONE

MOVING EDSTART - MOVEMENT TO MUSIC	Pupils are taught to use movement imaginatively, responding to stimuli, including music and performing basic skills, for example, travelling, being still, making a shape, jumping, turning and gesturing.
MOVING EDSTART - FUN FITNESS	Pupils be introduced to fun fitness activities, which aim to make children out of breath.
MOVING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - BODY CONTROL	Pupils begin with basic moves to improve knowledge of personal space and general space and develop better co-ordination of movements. They practice running movements, hand-eye co-ordination and basic motor skills.
MOVING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - LOCOMOTOR SKILLS	Pupils will develop a range of skills including agility, balance, co-ordination, skipping, hopping, kicking and many more. Multi skills improve physical literacy to ready pupils for sports.
MOVING EDSTART - GYMNASTICS	Pupils perform basic skills in travelling, being still, finding a space and using it safely. They develop the range of their skills and actions, for example balancing, taking off and landing, turning and rolling. Pupils choose and link skills and actions in short movement phases and create and perform short sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.

MOVING EDSTART - JUNGLE YOGA	Pupils will be able to complete a full Yoga circuit and be able understand the benefits of yoga.
PLAYING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - OBJECT CONTROL	Pupils travel with, send and receive a ball and other equipment in different ways and develop these skills for simple,
PLAYING EDSTART - INTRO TO GAMES	Pupils will learn how to move in game situations and apply a range of different FMS.
PLAYING EDSTART - INTRO TO RACKET SKILLS	Pupils will be introduced to racket skills and develop skill of ball manipulation.
PLAYING EDSTART - INTRO TO STRIKING AND FIELDING	Pupils will be introduced to the basics of games involving striking and fielding.
COMPETING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - OBJECT CONTROL	Pupils will use competitive net & wall, striking & fielding and invasion type games that involve a variety of different equipment pieces.
COMPETING EDSTART - INTRO TO GAMES	Pupils will learn how to move in game situations and apply a range of different FMS.
COMPETING EDSTART - SPORTS DAY ACTIVITIES	Pupils will take part in Sports Day Activities that work on speed, power and stamina. They will also take part in races and relays and learn how to win and lose gracefully.

YEAR TWO

MOVING EDSTART - FUN FITNESS	Pupils be introduced to fun fitness activities, which aim to make children out of breath.
MOVING EDSTART - GYMNASTICS	Pupils perform basic skills in travelling, being still, finding a space and using it safely. They develop the range of their skills and actions, for example, balancing, taking off and landing, turning and rolling. Pupils choose and link skills and actions in short movement phases and create and perform short sequences that show a clear beginning, middle and end and have contrasts in direction, level and speed.
MOVING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - BODY CONTROL	Pupils will develop their practice of running movements, hand-eye co-ordination and basic motor skills. Pupils will also, with increasing confidence be able to show a range of skills including agility, balance, co-ordination, skipping, hopping and many more.
MOVING EDSTART - JUNGLE YOGA	Pupils will be able to complete a full Yoga circuit and be able understand the benefits of yoga.
MOVING EDSTART - MOVEMENT TO MUSIC	Pupils are taught to use movement imaginatively, responding to stimuli, including music and performing basic skills, for example travelling, being still, making a shape, jumping, turning and gesturing.
PLAYING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - OBJECT CONTROL	Pupils will be able to dribble/move with various pieces of equipment. They should be able to start dodging and avoiding a defender using the basic moves and multi skills.
PLAYING EDSTART - INTRO TO GAMES (FOOTBALL, BASKETBALL, HANDBALL,	Pupils will start to apply their increasing range of FMS into different games.
PLAYING EDSTART - INTRO TO GAMES (HOCKEY, TAG RUGBY & DODGEBALL)	Pupils will start to apply their increasing range of FMS into different games.
PLAYING EDSTART - INTRO TO RACKET SKILLS	Pupils will consolidate and develop the range and consistency of their skills in a variety of racket skills.
PLAYING EDSTART - INTRO TO STRIKING AND FIELDING	Pupils will consolidate and develop the range and consistency of their skills in a variety of striking and fielding games and activities
PLAYING EDSTART - JAG TAG FOR BEGINNERS	Pupils will be introduced to the Jag Tag program and learn about American Football.
PLAYING EDSTART - INTRO TO NET& WALL GAMES	Pupils will use their Fundamental Movement Skills to apply them in simple net & wall games.

COMPETING EDSTART - FUNDAMENTAL MOVEMENT SKILLS - OBJECT CONTROL

Pupils travel with, send and receive a ball and other equipment in different ways and develop these skills for simple, competitive net & wall, striking & fielding and invasion type games that they and others have made, using simple tactics for attacking and defending.

COMPETING EDSTART - INTRO TO GAMES (ATTACKING AND DEFENDING)

Pupils will look to use their FMS in a range of attacking and defending games.

COMPETING EDSTART - SPORTS DAY ACTIVITIES

Pupils will take part in Sports Day Activities that work on speed, power and stamina. They will also take part in races and relays and learn how to win and lose gracefully.

YEAR THREE

MOVING EDSTART - GYMNASTICS

Pupils create and perform fluent sequences on the floor and using apparatus, and include variations in level, speed and direction in their sequences. Pupils will be able to show that they can manage their bodies in a variety of different positions whilst being under control.

MOVING EDSTART - INTRO TO MOVEMENT TO MUSIC

Pupils create and perform dances using a range of movement patterns, including those from different times, places and cultures. They respond to a range of stimuli and accompaniment.

MOVING EDSTART - INTRO TO YOGA

Pupils create and perform yoga routines using a range of FMS.

PLAYING EDSTART - INTRO TO FITNESS

Pupils will be introduced to fitness activities, which aim to make children out of breath whilst performing different movements.

PLAYING EDSTART - INTRO TO INVASION GAMES (BASKETBALL&FOOTBALL) (HOCKEY & TAG RUGBY (HANDBALL & LACROSSE)

Pupils will learn the skills needed to play small-sided versions of the game.

PLAYING EDSTART - INTRO TO JAG TAG

Pupils will be introduced to Jag Tag and the skills needed to play small sided games

PLAYING EDSTART - INTRO TO NET & WALL GAMES (TENNIS & BADMINTON) (VOLLEYBALL & DODGEBALL)

Pupils will be introduced to matches in Short Tennis, Volleyball, Badminton and Dodgeball. They perform actions and skills with consistency, quality and control and begin to use basic skills

PLAYING EDSTART - INTRO TO OAA

Pupils will be introduced to simple map skills and working together as a team.

PLAYING EDSTART - INTRO TO STRIKING AND FIELDING (ROUNDERS AND CRICKET)

Pupils will be introduced to striking and fielding games, using a range of FMS.

PLAYING EDSTART - INTRO TO TARGET GAMES (TRI GOLF, FRISBEE & ARCHERY)

Pupils will be introduced to the basics of target games.

COMPETING EDSTART - INTRO TO ATHLETICS

Pupils take part in and design challenges and competitions that call for precision, speed, power or stamina. They use running, jumping and throwing skills both singly and in combination and pace themselves in these competitions.

COMPETING EDSTART - INTRO TO ATTACKING AND DEFENDING

Pupils will be introduced to look at the tactics for attacking and defending in small sided games.

COMPETING EDSTART - INTRO TO INVASION GAMES (BASKETBALL&FOOTBALL) (HOCKEY & TAG RUGBY (HANDBALL & LACROSSE)

Pupils will use the skills and tactics taught and apply basic principles for attacking and defending.

COMPETING EDSTART - INTRO TO NET & WALL GAMES (TENNIS & BADMINTON) (VOLLEYBALL & DODGEBALL)

Pupils will be introduced to matches in Short Tennis, Volleyball, Badminton and Dodgeball. They will perform actions and skills with more consistency. quality and control and begin to use skills and tactics to apply basic principles for improving a match.

COMPETING EDSTART - INTRO TO STRIKING AND FIELDING (ROUNDERS AND CRICKET)

Pupils will be introduced to striking and fielding games, learning the skills and rules needed to play matches.

YEAR FOUR

MOVING EDSTART - DEVELOPMENT OF MOVEMENT TO MUSIC

Pupils create and perform dances using a range of movement patterns, including those from different times, places and cultures. They respond to a range of stimuli and accompaniment

MOVING EDSTART - DEVELOPMENT OF YOGA

Pupils create and perform yoga routines using a range of FMS.

MOVING EDSTART - DEVELOPMENT OF GYMNASTICS

Pupils create and perform fluent sequences on the floor and using apparatus, and include variations in level, speed and direction in their sequences. Pupils will be able to show that they can manage their bodies in a variety of different positions whilst being under control.

PLAYING EDSTART - DEVELOPMENT OF FITNESS

Pupils will develop a range of fitness activities, which aim to make children out of breath whilst performing different movements.

PLAYING EDSTART - DEVELOPMENT OF INVASION GAMES (BASKETBALL&FOOTBALL) (HOCKEY & TAG RUGBY (HANDBALL & LACROSSE)

Pupils will learn the skills needed to play small sided versions of the game.

PLAYING EDSTART - DEVELOPMENT OF JAG TAG

Pupils will develop the skills needed to play Jag Tag further, learning tactics and strategies to play the game.

PLAYING EDSTART - DEVELOPMENT OF NET & WALL GAMES (TENNIS & BADMINTON) (VOLLEYBALL & DODGEBALL)

Pupils will develop the skills needed to play Short Tennis, Volleyball, Badminton and Dodgeball. They will develop the actions and skills with more consistency, quality and control

PLAYING EDSTART - DEVELOPMENT OF OAA

Pupils will develop simple map skills and working together as a team.

PLAYING EDSTART - DEVELOPMENT OF STRIKING AND FIELDING (ROUNDERS AND CRICKET)

Pupils will develop the skills of striking and fielding games.

PLAYING EDSTART - DEVELOPMENT OF TARGET GAMES (TRI GOLF, FRISBEE & ARCHERY)

Pupils will develop the basics of target games and can judge the flight of an object using the appropriate technique.

COMPETING EDSTART - DEVELOPMENT OF ATHLETICS

Pupils take part in and design challenges and competitions that call for precision, speed, power or stamina. They use running, jumping and throwing skills both singly and in combination and pace themselves in these competitions.

COMPETING EDSTART - DEVELOPMENT OF ATTACKING AND DEFENDING

Pupils will start to develop the tactics for attacking and defending in small sided games.

COMPETING EDSTART - DEVELOPMENT OF INVASION GAMES (BASKETBALL&FOOTBALL) (HOCKEY & TAG RUGBY (HANDBALL & LACROSSE)

Pupils will use the skills and tactics learnt and apply basic principles for attacking and defending

COMPETING EDSTART - DEVELOPMENT OF NET & WALL GAMES (TENNIS & BADMINTON) (VOLLEYBALL & DODGEBALL)

Pupils will develop the skills needed to play matches in Short Tennis, Volleyball, Badminton and Dodgeball. They will develop actions and skills with more consistency, quality and control and begin to use skills and tactics to apply basic principles for improving a match.

COMPETING EDSTART - DEVELOPMENT OF STRIKING AND FIELDING (ROUNDERS AND CRICKET)

Pupils will develop the skills of striking and fielding games, learning the skills and rules needed to play matches

YEAR FIVE

MOVING **EDSTART** - MOVEMENT TO MUSIC

Pupils create and perform dances using a range of movement patterns, including those from different times, places and cultures. They respond to a range of stimuli and accompaniment.

MOVING **EDSTART** - GYMNASTICS

Pupils create and perform fluent sequences on the floor and include variations in level, speed and direction. Pupils will be able to work with a partner showing unison and canon in their routine. All gymnastic moves will be performed with good body tension and under control.

MOVING **EDSTART** - YOGA

Pupils will understand the benefits of Yoga and be able to perform a range of Yoga poses with control

COMPETING **EDSTART** - ATHLETICS

Pupils take part in Track and Field events designed for precision, speed, power and stamina. They use running, jumping and throwing skills both singly and in combination and pace themselves in these competitions

COMPETING **EDSTART** - ATTACKING AND DEFENDING PRINCIPLES

Pupils will look at the principles for attacking and defending in small sided games.

COMPETING **EDSTART** - FITNESS

Pupils will combine skills with more control and fluency. They will also be able to complete an 8-station fitness circuit.

COMPETING **EDSTART** - INVASION GAMES: (NETBALL, BASKETBALL, HOCKEY, FOOTBALL, TAG RUGBY, HANDBALL & LACROSSE)

Pupils play and make up small sided and modified competitive invasion games, learning the rules of Netball, Basketball, Hockey, Football and Tag Rugby. They use the skills and tactics learnt and will apply basic principles suitable for attacking and defending

COMPETING **EDSTART** - JAG TAG

Pupils will begin to understand tactics and strategies involved in Jag Tag.

COMPETING **EDSTART** - NET AND WALL GAMES: (TENNIS, BADMINTON, DODGEBALL & VOLLEYBALL)

Pupils refine and develop their Short Tennis and Volleyball game. They perform actions and skills with more consistent quality and control and begin to use skills and tactics to apply basic principles for improving a match.

COMPETING **EDSTART** - OAA

Pupils will start to use clues and compasses to navigate a route. They will also be able to plan a route and create clues for others.

COMPETING **EDSTART** - STRIKING AND FIELDING: (ROUNDERS AND CRICKET):

Pupils play small sided and modified striking and fielding games, learning the rules of Rounders and Cricket. They use the skills and tactics learnt and apply basic principles suitable for striking and fielding games.

COMPETING **EDSTART** - TARGET GAMES: (FRISBEE, TRI GOLF & ARCHERY):

Pupils will be able to use a range of different skills to perform actions needed in each target game.

YEAR SIX

COMPLETE **EDSTART** - ATHLETICS

Pupils take part in Track and Field events designed for precision, speed, power and stamina. They use running, jumping and throwing skills both singly and in combination and pace themselves in these competitions

COMPLETE **EDSTART** - ATTACKING AND DEFENDING PRINCIPLES

Pupils will look at the principles for attacking and defending in small sided games.

COMPLETE **EDSTART** - MOVEMENT TO MUSIC

Pupils create and perform dances using a range of movement patterns, including those from different times, places and cultures. They respond to a range of stimuli and accompaniment

COMPLETE **EDSTART** - FITNESS

Pupils will combine skills with more control and fluency. They will also be able to complete an 10-station fitness circuit.

COMPLETE **EDSTART** - GYMNASTICS

Pupils create and perform fluent sequences on the floor and include variations in level, speed and direction. Pupils will be able to work with a partner showing unison and canon in their routine. All gymnastic moves will be performed with good body tension and under control.

COMPLETE **EDSTART** - INVASION GAMES: (NETBALL, BASKETBALL, HOCKEY, FOOTBALL, TAG RUGBY, HANDBALL & LACROSSE)

Pupils play and make up small sided and modified competitive invasion games, learning the rules of each invasion game. They use the skills and tactics learnt and will apply basic principles suitable for attacking and defending

COMPLETE **EDSTART** - JAG TAG

Pupils will begin to understand tactics and strategies involved in Jag Tag.

COMPLETE **EDSTART** - NET AND WALL GAMES (TENNIS, BADMINTON, DODGEBALL & VOLLEYBALL)

Pupils refine and develop their Short Tennis and Volleyball game. They perform actions and skills with more consistent quality and control and begin to use skills and tactics to apply basic principles for improving a match

COMPLETE **EDSTART** - OAA

Pupils will be able to take part in OAA challenging both individually and in a team.

COMPLETE **EDSTART** - STRIKING AND FIELDING: (ROUNDERS AND CRICKET)

Pupils play small sided and modified striking and fielding games, learning the rules of Rounders and Cricket. They use the skills and tactics learnt and apply basic principles suitable for striking and fielding games.

COMPLETE **EDSTART** - TARGET GAMES: (FRISBEE, TRI GOLF & ARCHERY)

Pupils will be able to use a range of different skills to perform actions needed in each target game.

COMPLETE **EDSTART** - YOGA

Pupils will understand the benefits of Yoga and be able to perform a range of Yoga poses with control.

As well as delivering the **EDSTART** Physical Education Curriculum, all schools must provide swimming instruction to pupils during either Key Stage 1 or Key Stage 2, ensuring statutory requirements are met and supporting pupils to develop essential water safety skills and confidence.

Swimming and Water Safety in the Primary PE Curriculum

Swimming is a statutory part of the National Curriculum for Physical Education in England and plays a vital role in keeping children safe, active, and confident around water. It is the only physical activity that can save lives, making it an essential entitlement for all pupils. Schools must ensure that by the end of Year 6, every child has been taught to swim and understands basic water safety.

The programme of study requires that pupils are taught to:

- **Swim competently, confidently, and proficiently over at least 25 metres.** This demonstrates that children can maintain technique and stamina across a safe distance, giving them the confidence to enjoy water-based activities inside and outside of school.
- **Use a range of strokes effectively, such as front crawl, backstroke, and breaststroke.** This ensures children are versatile swimmers who can adapt to different situations and maintain control in the water.
- **Perform safe self-rescue in different water-based situations.** This life-saving element equips pupils with the skills and awareness to keep themselves and others safe, including what to do if they get into difficulty.

Delivery of swimming usually takes place in Key Stage 2, though many schools begin earlier to allow more time for practice and progression. Schools should work with qualified swimming instructors, leisure centres, and local authority providers to ensure high-quality teaching. Provision should also be inclusive, giving every child the chance to succeed regardless of ability or previous experience.

As part of accountability, schools are required to publish swimming and water safety attainment data for their Year 6 pupils in their PE and Sports Premium report. This must show the percentage of pupils who have achieved the three statutory outcomes. Including this data ensures transparency, highlights the importance of swimming within the curriculum, and provides evidence of how funding is used to meet statutory expectations.

Ultimately, swimming and water safety education goes beyond fulfilling a curriculum requirement. It develops vital life skills, promotes health and wellbeing, and provides pupils with the confidence to enjoy water safely throughout their lives.

The background of the image is a solid orange color. In the bottom right corner, there is a dark blue shape that resembles a stylized, abstract letter 'E' or a wing. The word 'EDSTART' is written in white, bold, sans-serif capital letters within the dark blue shape.

EDSTART