


PESSPA Manual

2026/2027



EDSTART
PE CURRICULUM



**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.**

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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.

**EVERY
CHILD
DESERVES
AN**

EDSTART

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' Wellbeing 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, coordination and positional awareness. We provide opportunities for all children to build core strength, stability, balance, spatial awareness, coordination and agility through our **MOVING EDSTART** and **PLAYING EDSTART** units of work.

KEY STAGE ONE

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 coordination, 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 One 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 TWO

During this stage, children will develop a positive approach to PE following their achievements and development in Key Stage One. 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**.

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, coordination, 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.

