



# storyybrook

## Storyybrook Physical Education Curriculum Overview





## Purpose of this Document

This document provides a whole-school overview of how Physical Education is sequenced across Storybrook's mixed-age curriculum model.

### **It should be read alongside:**

- PE Intent, Implementation and Impact Statement
- PE Policy
- Curriculum Policy
- Teaching and Learning Policy
- Assessment Policy
- SEMH Policy
- Whole-School Curriculum Overview

### **This document is designed to:**

- demonstrate progression across mixed-age cycles
- support curriculum implementation and planning
- evidence National Curriculum coverage
- show progression in physical literacy, substantive knowledge and disciplinary knowledge
- support inspection, governance and curriculum leadership
- provide clear traceability between curriculum intent and implementation

The Physical Education curriculum is delivered through the Get Set 4 PE scheme and adapted to reflect the needs of pupils within a specialist SEMH setting.

## Storybrook PE Curriculum Design Principles

At Storybrook, Physical Education contributes to the development of the whole child. Through movement, play, challenge and physical activity, pupils develop physical competence alongside confidence, resilience, self-regulation, communication and wellbeing.

### **As a specialist SEMH setting, the PE curriculum is designed to promote:**

- emotional regulation and wellbeing
- physical literacy
- resilience and perseverance
- teamwork and communication
- leadership and independence
- healthy lifestyles
- inclusion and belonging
- lifelong participation in physical activity

### **The curriculum is underpinned by the Storybrook principles that:**





- Behaviour is communication
- Relationships are central
- All practice is trauma-informed
- Safety, belonging and trust come first

Physical Education is delivered through the Storybrook framework of:

Regulate → Relate → Repair → Reflect

ensuring that pupils experience success, challenge and personal growth alongside physical development.

### Physical Literacy Progression

National Curriculum Strand	KS1 Cycle 1	KS1 Cycle 2	LKS2 Cycle 1	LKS2 Cycle 2	UKS2 Cycle 1	UKS2 Cycle 2
Physical Literacy	Developing confidence, enjoyment and positive participation through <i>Uniquely Me.</i>	Applying movement competence and healthy participation through <i>Fit for Life.</i>	Developing resilience, confidence and physical competence through <i>Healthy Me.</i>	Applying movement fluency, motivation and self-awareness through <i>Protect Our Planet.</i>	Refining confidence, competence, resilience and independence through <i>Healthy Futures.</i>	Demonstrating confidence, competence, motivation and lifelong engagement in physical activity through <i>Healthy Futures.</i>

The PE curriculum develops progression through a series of substantive, disciplinary and developmental strands which are revisited and refined throughout each phase of learning. These strands support pupils to know more, remember more and do more over time whilst developing confidence, resilience, self-regulation and physical competence.

### Regulation and Wellbeing Progression

Curriculum Thread	KS1 Cycle 1	KS1 Cycle 2	LKS2 Cycle 1	LKS2 Cycle 2	UKS2 Cycle 1	UKS2 Cycle 2
Regulation and Wellbeing	Recognise emotions and participate positively in movement activities	Develop confidence and emotional awareness through physical activity	Develop resilience, perseverance and self-regulation	Apply strategies for managing challenge and setbacks	Refine emotional regulation and personal challenge	Demonstrate independence, resilience and positive wellbeing habits





## Substantive and Disciplinary Knowledge in Physical Education

At Storybrook, our Physical Education curriculum develops both substantive and disciplinary knowledge. Together, these enable pupils to know more, remember more and do more over time whilst developing physical competence, confidence, resilience, self-regulation and readiness for lifelong participation in physical activity.

### Substantive Knowledge

Substantive knowledge is the content that pupils learn about Physical Education.

Pupils develop knowledge of:

Substantive Knowledge Area	Examples
Movement Skills	Balance, coordination, agility, control, flexibility and movement patterns
Rules and Conventions	Rules, fair play, sportsmanship and safe participation
Tactics and Strategies	Teamwork, attacking, defending, positioning and decision-making
Health and Fitness	Exercise, healthy lifestyles, physical wellbeing and fitness principles
Safety	Safe participation, risk awareness and use of equipment
Body Awareness	Spatial awareness, movement control and physical capabilities
Physical Literacy	Confidence, competence, motivation and engagement in physical activity

### Disciplinary Knowledge

Disciplinary knowledge is how pupils think, work and behave as physically educated learners.

Pupils learn to:

Disciplinary Knowledge Area	Examples
Evaluation, Reflection and Performance	Identify strengths, areas for development and next steps
Apply Tactics and Strategies	Make decisions and adapt approaches during activities





Disciplinary Knowledge Area	Examples
Solve Movement Challenges	Respond to physical problems and adapt movement effectively
Collaborate Effectively	Communicate, cooperate and work successfully with others
Lead and Support Others	Demonstrate leadership, responsibility and encouragement
Reflect and Improve	Respond positively to feedback and refine performance
Make Informed Decisions	Select appropriate skills, tactics and strategies in different contexts

### Progression Across Storyybrook

Phase	Substantive Knowledge	Disciplinary Knowledge
KS1	Develop understanding of movement, rules and healthy participation	Explore teamwork, cooperation, reflection and simple evaluation.
LKS2	Apply knowledge of tactics, fitness and movement concepts	Evaluate performance, reflect on learning, solve problems and adapt strategies.
UKS2	Refine understanding of performance, health and wellbeing	Lead, evaluate, reflect, improve and apply learning independently across a range of physical contexts.

### PE Curriculum Map (Get Set 4 PE)

#### Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1/2</b>	Fundamentals (Year 1)	Fitness (Year 1)	Dance (Year 1)	Dance (Year 1)	Athletics (Year 1)	Team Building (Year 1)
	Gymnastics	Gymnastics	Ball Skills (Year 1)	Sending and		Striking and





	(Year 1)	(Year 1)		Receiving (Year 1)	Target Games (Year 1)	Fielding (Year 1)
Year 3/4	Fundamentals (Year 3)	Fitness (Year 3)	Gymnastics (Year 3)	Parkour (Year 3)	Athletics (Year 3)	Rounders (Year 3)
	Dance (Year 3)	Dance (Year 3)	Ball Skills (Year 3)	Dodge Ball (Year 3)	Swimming	Swimming
Year 5/6	Fitness (Year 5)	OAA (Year 5)	Gymnastics (Year 5)	Parkour (Year 5)	Athletics (Year 5)	Rounders (Year 5)
	Dance (Year 5)	Dodge Ball (Year 5)	Netball (Year 5)	Golf (Year 5)	Swimming	Swimming

## Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2	Fundamentals (Year 2)	Fitness (Year 2)	Dance (Year 2)	Dance (Year 2)	Athletics (Year 2)	Team Building (Year 2)
	Gymnastics (Year 2)	Gymnastics (Year 2)	Ball Skills (Year 2)	Sending and Receiving (Year 2)	Net and Wall Games (Year 2)	Invasion Games (Year 2)
Year 3/4	Fundamentals (Year 4)	Fitness (Year 2)	Gymnastics (Year 4)	Yoga (Year 4)	Athletics (Year 4)	Cricket (Year 4)
	Dance (Year 4)	Dance (Year 4)	Ball Skills (Year 4)	Handball (Year 4)	Swimming	Swimming
Year 5/6	Fitness (Year 6)	OAA (Year 6)	Gymnastics (Year 6)	Yoga (Year 6)	Athletics (Year 6)	Cricket (Year 6)
			Basketball (Year 6)	Golf (Year 6)	Swimming	Swimming





	Dance (Year 6)	Handball (Year 6)				
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**Curriculum Leadership: Monitoring and Evaluating Impact**

Monitoring Activity	Purpose	Evidence Reviewed	Frequency
Lesson visits	Evaluate implementation	Teaching, participation and adaptation	Half-termly
Pupil voice	Evaluate impact	Confidence, enjoyment and knowledge	Termly
Assessment review	Monitor progress	Physical literacy and curriculum progression	Termly
Planning scrutiny	Review coverage	Sequencing and progression	Termly
Participation review	Monitor inclusion	Engagement and attendance	Termly
Curriculum review meetings	Evaluate effectiveness	Strengths, actions and next steps	Termly

