



Curriculum Area Overview Physical Education

The vision for Physical Education:

Mowbray school strives to provide a rich, relevant and progressive PE experience. Our fundamental aim is to ensure that all pupils achieve physical and mental wellness through delivering a high-quality PE curriculum that enables pupils to participate, learn, develop and achieve in a range of physical activities.

Our Physical Education curriculum is very personalised to meet all the pupil's individual physical development needs and to overcome barriers to being active. Each pathway's curriculum is personalised to the pupils' physical abilities and is not just focused on the physical development sessions, but on a holistic approach to ensure our children are active and are emotionally regulated at school. As a school we believe physical education should also support social, cognitive, creative, and personal development. Physical Education is valued at Mowbray School as a way of developing our pupils' awareness and understanding of their own bodies and developing physical literacy for life.

Semi-Formal Pathway

Pupils working in the semi-formal pathway will follow the real PE curriculum. Real PE is a scheme that really brings together what we as a school want children to achieve in PE lessons. The scheme is a child centred approach to teaching and learning and focuses on physical literacy. There are twelve fundamental movement skills linked to agility, balance and coordination which are each differentiated into six stages of learning, allowing PE lessons using this scheme to be very personalised to meet the needs of each pupil.

Formal Pastoral Pathway

Pupils working in the formal pastoral pathway will continue to access some of the real PE curriculum as well as a more formal pathway for physical education. Pupils will learn how to perform basic skills and movements and develop an understanding of simple tactics and ideas. Pupils will have the opportunity to apply learnt skills in modified games and inclusive activities, developing a basic understanding of the main rules, roles, conventions and safe practices. Pupils working within this pathway will also develop an awareness of how to move and use equipment safely, as-well as being able to describe changes to their bodies during exercise.

Formal Pathway

Pupils working within this phase will follow the formal pathway curriculum for physical education. Pupils will have the opportunity to develop a range of skills, tactics and compositional ideas, specific to the needs of more traditional PE activities and games. A key focus will be on pupil's ability to select and apply skills, movements and tactics in





creative, competitive and challenging contexts. Pupils working within this pathway will understand that exercise and activity are enjoyable and important to their fitness, health and wellbeing.

Our vision for Physical Education aims to support and reinforce Mowbray schools wider learning aims and values by;

SUCCESS:
Providing opportunities to participate in sport and physical activities outside of curricular time and against similar able participants. Setting realistic and achievable learning outcomes. Celebrating success within the classroom and during whole school events e.g., assemblies.

UNDERSTANDING
Effective teaching and learning strategies to facilitate progress in pupils understanding of key concepts and ideas within physical education. Educating the importance of continued involvement in physical activity beyond the classroom and its impact on mental health and well-being. Being a positive role model and encouraging pupils to have patience and understanding of others individual differences.

RESPECT
Showing respect for each other by demonstrating good listening, turn taking and providing constructive feedback that encourages rather than discourages active involvement in lessons. Teaching pupils the importance of respecting school equipment and the learning environment. Being aware of and respecting each other's personal space, behaving appropriately and demonstrating good sportsmanship.

ENDEAVOUR
Encouraging pupils to try their best, regardless of ability. Challenging pupils to push themselves and become accustomed to their bodies feeling under strain. Teaching pupils the importance of effort, dedication, and commitment to fulfilling short, medium and long-term goals.

Our School Ethos and Values

Our school ethos is SURE and underpins all learning and values that parents, pupils and staff share and wish to promote and develop here. SURE, stands for 'Achieving Success through Understanding, Respect and Endeavour'.

Our School Mission Statement

We provide the best education for all our children so that when they leave our school they have the skills, knowledge, and aspirations to lead fulfilling lives as adults.





Our Vision

We believe that children thrive when encouraged and supported; they respond to being treated in a positive and nurturing manner. The principles that comprise SURE are valued by both children and staff. They reflect our desire to help children to understand their difficulties, support their wellbeing, develop respect for themselves and others and become successful in what they do and achieve throughout their time in school and into adulthood.

Mowbray Curriculum Intent

The intention of our curriculum is to create personalised learning opportunities based around individual EHCP outcomes and academic progress to successfully prepare our pupils for each stage of transition and life after school. At Mowbray School, we believe in providing our children with the best possible start to their education and that we establish the building blocks for their future learning from the moment they start with us. We have high expectations of all children and understand the vital role that early intervention has in providing aspirational outcomes into adulthood.

Primary Semi-Formal	Primary Formal Pastoral	Primary Formal
<p>Our curriculum will</p> <ul style="list-style-type: none"> • Support learners in their preparation for adulthood. • Enable learners to feel the benefits that being active has on their bodies and emotional regulation. • To learn healthy habits for their life ahead. • To support pupils to develop ways to communicate how they would like to be active. 	<p>Our curriculum will</p> <ul style="list-style-type: none"> • Support learners in their preparation for adulthood. • Enable learners to feel the benefits that being active has on their bodies and emotional regulation. • Enable pupils to learn healthy habits for their life ahead. 	<p>Our curriculum will</p> <ul style="list-style-type: none"> • Support learners in their preparation for adulthood. • Enable learners to feel the benefits that being active has on their bodies and emotional regulation. • Enable pupils to learn healthy habits for their life ahead. • Support pupils to develop ways to communicate how they would like to be active and will provide rich and diverse activities to engage in.





<ul style="list-style-type: none"> • To access 30 minutes of meaningful physical activity per day. • Maximise the development of learners' physical skills • Promote being active and an enjoyment of being active • Support learners to overcome barriers to activity • To develop their fundamentals skills. • To focus on the fundamental movement skills of a child's physical development: Agility, Balance, Coordination. • Use the Real PE scheme which develops the whole child. Each term there is a multi-ability focus: Personal, Social, Cognitive, Creative, Physical Health and Fitness. • Teach active cross curricular lessons to embed Cognition and Communication skills. 	<ul style="list-style-type: none"> • Support pupils to develop ways to communicate how they would like to be active and will provide rich and diverse activities to engage in. • To access 30 minutes of meaningful physical activity per day. • Maximise the development of learners' physical skills • Promote being active and an enjoyment of being active. • Support learners to overcome barriers to activity • opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. • To develop their fundamentals skills. • To focus on the fundamental movement skills of a child's physical development: Agility, Balance, Coordination. • Use the Real PE scheme which develops the whole child, each term there is a multi-ability focus: Personal, Social, Cognitive, Creative, Physical Health and Fitness. • Teach active cross curricular lessons to embed Mathematical and English skills. 	<ul style="list-style-type: none"> • To access 30 minutes of meaningful physical activity per day. • Maximise the development of learners' physical skills • Promote being active and an enjoyment of being active. • Support learners to overcome barriers to activity • opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. • To develop their fundamentals skills. • To focus on the fundamental movement skills of a child's physical development: Agility, Balance, Coordination. • Use the Real PE scheme which develops the whole child, each term there is a multi-ability focus: Personal, Social, Cognitive, Creative, Physical Health and Fitness. • Teach active cross curricular lessons to embed Mathematical and English skills.
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Our curriculum will be broadened by:

Real PE scheme

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<p>Swimming lessons at Bedale leisure centre Horse Riding sessions with the RDA. Cluster sporting events School Sports Partnership Rebound After school Dance and Bounce Club Daily Mile Climbing equipment Regulation rooms Jabadao Sensory Circuits</p> <p>Enrichment activities: Sports week Fun Runs Sporting guests/ practitioners In house sporting competitions</p>	<p>Swimming lessons at Bedale leisure centre Horse Riding sessions with the RDA. Cluster sporting events School Sports Partnership Rebound After school Dance and Bounce Club Daily Mile Climbing equipment Regulation rooms Jabadao Sensory Circuits</p> <p>Enrichment activities: Sports week Fun Runs Sporting guests/ practitioners In house sporting competitions</p>	<p>Swimming lessons at Bedale leisure centre Horse Riding sessions with the RDA. Cluster sporting events School Sports Partnership Rebound After school Dance and Bounce Club Daily Mile Climbing equipment Regulation rooms Jabadao Sensory Circuits</p> <p>Enrichment activities: Sports week Fun Runs Sporting guests/ practitioners In house sporting competitions</p>
<p>Secondary Semi-Formal</p>	<p>Secondary Formal Pastoral</p>	<p>Secondary Formal</p>
<p>Our curriculum will</p> <ul style="list-style-type: none"> • Support learners in their preparation for adulthood through encouraging independent changing and organising of personal belongings. • Include opportunities for cross curricular learning e.g., maths, English, science and PSHE. 	<p>Our curriculum will</p> <ul style="list-style-type: none"> • Support learners in their preparation for adulthood through encouraging independent changing and organising of personal belongings. • Include opportunities for cross curricular learning e.g., maths, English, science and PSHE. 	<p>Our curriculum will</p> <ul style="list-style-type: none"> • Support learners in their preparation for adulthood through encouraging independent changing and organising of personal belongings. • Include opportunities for cross curricular learning e.g., maths, English, science and PSHE.





<ul style="list-style-type: none"> • Use the Real PE scheme which develops the whole child. Each term there is a multi-ability focus: Personal, Social, Cognitive, Creative, Physical Health and Fitness. • Enable learners to feel the benefits that being active has on their bodies and emotional regulation. • To learn healthy habits for their life ahead. • To support pupils to develop ways to communicate how they would like to be active. • To access 30 minutes of meaningful physical activity per day. • Maximise the development of learners' physical skills, knowledge and understanding. • Promote being active and an enjoyment of being active. • Support learners to overcome barriers to activity. • To focus on the fundamental movement skills of a child's physical development: Agility, Balance, Coordination. • Encourage pupils to be active for some of the lesson. • Encourage pupils to have an increased awareness of where they are within a space and to be mindful of objects and others. 	<ul style="list-style-type: none"> • Develop knowledge of how to play simple games and inclusive activities. • Introduce and practice basic sports specific skills in isolation and through fun games and inclusive activities. • Develop knowledge of simple tactics and ideas e.g., principles of attack and defence and creating space. • Challenge pupils to apply learnt skills, tactics and ideas in small sided and uneven games. • Focus on pupils performing skills accurately and with control in more challenging situations. • Encourage pupils to be active for most of the lesson. • Enable learners to feel the benefits that being active has on their bodies and emotional regulation. • To learn healthy habits for their life ahead e.g., importance of good personal hygiene. • To support pupils to develop ways to communicate how they would like to be active. • To access 30 minutes of meaningful physical activity per day. • Maximise the development of learners' physical skills, knowledge and understanding. • Promote being active and an enjoyment of being active. 	<ul style="list-style-type: none"> • Develop knowledge of how to play traditional games. • Introduce and practice basic and more complex sports specific skills, developing techniques via structured drills and progressive activities. • Develop knowledge of simple and more complex tactics and ideas e.g., creating space as an individual. • Challenge pupils to apply learnt skills, tactics and ideas in full sided and conditioned games. • Encourage learners to demonstrate good decision making when selecting and applying skills. • Focus on pupils consistently performing skills with accuracy and control in more challenging situations. • Encourage pupils to be active for the whole lesson. • Enable learners to feel the benefits that being active has on their bodies and emotional regulation. • To learn healthy habits for their life ahead e.g., importance of good personal hygiene. • To provide leadership opportunities through different roles and empower pupils to make independent choices on activities to be delivered.
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	<ul style="list-style-type: none"> • Support learners to overcome barriers to activity...e.g., tolerance of others, resilience and importance of taking part. • To focus on the fundamental movement skills of a child's physical development: Agility, Balance, Coordination. • To encourage good listening and looking, adhering to classroom rules and being safe. 	<ul style="list-style-type: none"> • To access 30 minutes of meaningful physical activity per day. • Maximise the development of learners' physical skills, knowledge and understanding. • To encourage active involvement in physical activity outside of school by signposting opportunities and local clubs. • Support learners to overcome barriers to activity...e.g., tolerance of others, empathy, resilience and importance of taking part. • Promote good qualities and school sport values.
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<p>Our curriculum will be broadened by:</p> <p>Real PE scheme Swimming lessons We Can Dance lessons Extra-curricular PE Jabadao Sensory circuits Rebound Biking Daily mile Trim trial and climbing equipment Horse riding Outdoor education Individual physio programmes</p>	<p>Our curriculum will be broadened by:</p> <p>Real PE scheme Outdoor education Dance workshop Swimming lessons at Bedale leisure centre Extra-curricular PE Rebound Biking Daily mile Trim trial and climbing equipment Individual physio programmes</p> <p>Enrichment activities: Activities week</p>	<p>Our curriculum will be broadened by:</p> <p>Outdoor education Swimming lessons at Bedale leisure centre Dance workshop Extra-curricular PE Biking Daily mile External sports coaches Leadership opportunities Individual physio programmes Btec Sport Level 1</p> <p>Enrichment activities: Activities week</p>
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Enrichment activities: Activities week Fun runs Sports day Intra and inter competitions Residential	Intra and inter competitions Fun runs Guest speakers Sports day Residential	Intra and inter competitions Fun runs Guest speakers Sports day Residential
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Primary Physical Education LTP						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1- Theme overview and key content	Social OAA	Personal Gymnastics Unit 2 – flight/rotation FUNS – 1, 2, 3, 5,6 10	Creative FUNS 9 - Coordination: Ball Skills FUNS 7 - Counterbalance: With a Partner	Health and Fitness Dance Unit 2	Physical FUNS 8 - Coordination: Sending and Receiving FUNS 12 - Agility: Reaction and Response	Cognitive FUNS 5 - Dynamic Balance: On a Line FUNS 4 - Static Balance: Stance





Year 2- - Theme overview and key content	<p>Social</p> <p>OAA</p>	<p>Creative</p> <p>Gymnastics Unit 1 – Shape/balance/travel FUNS 1, 2, 3, 4, 7</p>	<p>Personal</p> <p>FUNS 10 – Coordination: Footwork FUNS 1 – Static Balance: 1 leg</p>	<p>Cognitive</p> <p>Dance Unit 1</p>	<p>Physical</p> <p>FUNS 8 - Coordination: Sending and Receiving FUNS 12 - Agility: Reaction and Response</p>	<p>Health and Fitness</p> <p>FUNS 11 - Agility: Ball Chasing FUNS 3 - Static Balance: Floorwork</p>
Year 3- - Theme overview and key content						

Secondary Physical Education LTP

Pathway	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Semi-Formal	<p>Real PE Personal Skills</p> <p>Skills – sustaining attention in a familiar activity or task. Saying when I do or do not need</p>	<p>Real PE Social Skills</p> <p>Skills – take on different roles in a large group with support, initiating conversation and</p>	<p>Real PE Cognitive Skills</p> <p>Skills – following simple rules with support, responding to simple rules and</p>	<p>Real PE Creative Skills</p> <p>Skills – commenting on different movements, experiment with travelling in</p>	<p>Real PE Physical Skills</p> <p>Skills – travelling negotiating the space successfully, adjusting speed or direction to avoid</p>	<p>Real PE Fitness</p> <p>Skills – collecting equipment with support. Recognising one effect of activity on</p>





	<p>help and keep trying if I don't succeed first time.</p>	<p>listening to others. Playing with others with minimal support.</p>	<p>taking turns with minimal prompts. Saying what I like and do not like about an activity.</p>	<p>different ways and exploring movement using different equipment.</p>	<p>obstacles. Showing increasing control over an object when sending and receiving. Travelling confidently over, under, around and through balancing and climbing equipment.</p>	<p>my body and awareness of the changes to the way I feel during exercise.</p>
<p>Formal Pastoral</p>	<p>Real PE Personal Skills</p> <p>Invasion Games (End Ball)</p> <p>National Curriculum Link – Games</p> <p>Skills – manipulating a ball, throwing and catching. Communication and teamwork.</p>	<p>Real PE Social Skills</p> <p>Target Ball Games (Boccia)</p> <p>National Curriculum Link – Games</p> <p>Skills – rolling a ball using underhand and overhand technique. Cooperating with</p>	<p>Real PE Cognitive Skills</p> <p>Net and Wall Games (Seated Volleyball)</p> <p>National Curriculum Link – Games</p> <p>Skills – volleyball techniques including moving, passing and basic</p>	<p>Real PE Creative Skills</p> <p>Gymnastics (Balance and Travelling)</p> <p>Dance</p> <p>National Curriculum Link – Gymnastics and Dance</p> <p>Skills (Gymnastics) – individual and</p>	<p>Real PE Physical Skills</p> <p>Striking and Fielding Games (Cricket and Rounders)</p> <p>National Curriculum Link – Games</p> <p>Skills – batting, bowling and fielding techniques e.g., long and short</p>	<p>Real PE Fitness</p> <p>Athletics (Track and Field)</p> <p>National Curriculum Link – Athletics</p> <p>Skills – Sprinting, throwing, putting, jumping, relay baton changeover and rebounding. Taking part in warm-up and cool</p>





	<p>Taking part in a warm-up and cool down safely.</p> <p>Knowledge and Understanding – technique for throwing and catching a ball. Basic principles of attack and defence and rules of end ball. Recognising one effect of activity on my body.</p>	<p>others when playing games. Taking part in a warm-up and cool down, copying some activities with good control and accuracy.</p> <p>Knowledge and Understanding – technique for rolling a boccia ball, including how to perform attacking and defensive shots. Using awareness of space and others to make good decisions about shot selection. Rules of boccia. Awareness of the changes to the way I feel when I exercise.</p>	<p>defensive and attacking hits. Communication, and teamwork. Taking part in a warm-up and cool down, copying most activities with good control and accuracy.</p> <p>Knowledge and Understanding – techniques for moving and performing a set, dig and serve. Good decision making when selecting and applying skills and techniques. Rules of seated volleyball. Awareness of the many changes to the way I feel when I exercise.</p>	<p>partner balances, rolling, leaping and jumping. Cooperating with a partner to create a balance routine.</p> <p>Skills (Dance) – copying actions, exploring methods for linking movements to create an interesting dance routine. Working as an individual and part of a small group to create a dance routine with changes in speed, level and direction. Recalling different warm-up and cool down activities from previous lessons and self-selecting with support.</p>	<p>barrier. Running between the bases/wickets. Communication and teamwork. Recalling different warm-up and cool down activities from previous lessons and self-selecting with minimal support.</p> <p>Knowledge and Understanding – fielding positions, when to run and selecting appropriate techniques. Rules e.g., scoring and health and safety considerations. Communicate how my body feels before, during and after exercise.</p>	<p>down activities, providing own suggestions with support.</p> <p>Knowledge and Understanding – correct track and field techniques and tactics e.g., pacing. Health and safety considerations when performing throwing activities. Explain how and why my body feels during and after exercise.</p>
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				<p>Knowledge and Understanding (Gymnastics) – how to perform aesthetically pleasing balances and methods of travelling. Linking balances and movements creatively using changes of speed, level and direction</p> <p>Knowledge and Understanding (Dance) – actions and movements linked to the theme. How to create an interesting dance routine using changes of speed, level and direction. Awareness of why exercise is</p>		
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				important for good health.		
Formal	<p>Invasion Games (Rugby)</p> <p>National Curriculum Link – Games</p> <p>Skills – manipulating a rugby ball, carrying and throwing and catching techniques e.g., pop pass and spin pass. Technique for tagging, tackling and recycling the ball.</p> <p>Communication and teamwork.</p> <p>Taking part in a warm-up and cool down safely.</p>	<p>Invasion Games (Basketball)</p> <p>National Curriculum Link – Games</p> <p>Skills – manipulating a basketball, travelling, throwing and catching and shooting.</p> <p>Communication and teamwork.</p> <p>Copying different warm-up and cool down activities with good accuracy and control.</p> <p>Knowledge and Understanding – techniques for dribbling, passing</p>	<p>Net and Wall Games (Badminton)</p> <p>National Curriculum Link – Games</p> <p>Skills – correct grip and stance, hitting a shuttle with the racquet face, serving, drop shot, overhead and underhand clear.</p> <p>Performing skills off both forehand and backhand side and disguising shots.</p> <p>Recalling different warm-up and cool down activities and</p>	<p>Gymnastics (Flight and Parkour)</p> <p>Dance</p> <p>National Curriculum Link – Gymnastics</p> <p>Skills (Gymnastics) – take-off and landing. Performing various leaps and jumps with control and accuracy.</p> <p>Shapes in flight.</p> <p>Using apparatus (springboard, trampette box, horse) to perform various manoeuvres on, over and around.</p> <p>safety rolls,</p>	<p>Striking and Fielding Games (Cricket and Softball)</p> <p>National Curriculum Link – Games</p> <p>Skills – batting, bowling, pitching and fielding techniques e.g., long and short barrier, wearing and using the glove correctly.</p> <p>Running between the bases/wickets.</p> <p>Communication and teamwork.</p> <p>Leading own warm-up and cool-down activities in small groups.</p>	<p>Athletics (Track and Field)</p> <p>National Curriculum Link – Athletics</p> <p>Skills – Sprinting, throwing, putting, jumping, relay baton changeover and rebounding.</p> <p>Leading effective warm-up and cool downs, explaining which muscles are being stretched.</p> <p>Knowledge and Understanding – correct track and field techniques and tactics e.g., pacing. Health and safety</p>





	<p>Knowledge and Understanding – Techniques for performing rugby skills. Awareness of the offside rule, how to score a try, tagging and tackling safely. Basic principles of attack and defence and strategies for outwitting opponents e.g., overload in a 2v1 situation. Awareness of many changes to the way I feel when I exercise.</p>	<p>and shooting e.g., chest, bounce and shoulder pass, lay-up, set and jump shot. Creating space as a team and as an individual. Making effective decisions when passing, dribbling or shooting. Rules of basketball including travelling, scoring and backcourt. Awareness of why exercise is important to good health.</p>	<p>suggesting others with support.</p> <p>Knowledge and Understanding – techniques for performing badminton skills. Rules for half court singles badminton game. Correct on court positioning and implementing basic tactics to outwit your opponent.</p> <p>Awareness of Health and safety considerations for moving, setting up and using equipment. Communicate how my body feels before, during and after exercise.</p>	<p>vaulting and rebounding.</p> <p>Skills (Dance) – modelling and adapting actions, exploring methods for linking movements to create an interesting dance routine. Working as an individual and part of a small group to create a dance routine with changes in speed, level, direction and formations. Self-selecting and performing appropriate warm-up and cool down activities with minimal support.</p> <p>Knowledge and Understanding</p>	<p>Knowledge and Understanding – fielding positions, making good decisions about when to run and selecting appropriate techniques for fielding and throwing over specific distances. Rules e.g., scoring, running between the bases. Health and safety considerations. Explain why we need to warm-up and cool down.</p>	<p>considerations when moving, collecting and performing throwing activities. Describe the basic fitness components and explain how often and how long I should exercise to be healthy.</p>
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				<p>(Gymnastics) – technique for take-off and landing, safety rolls, mounting and performing shapes with apparatus. Health and safety considerations for moving, setting up and mounting and dismounting apparatus.</p> <p>Knowledge and Understanding (Dance) – actions and movements linked to the theme. How to create an interesting dance routine using changes of speed, level, direction and formation.</p> <p>Explain how and why my body feels</p>		
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				during and after exercise.		
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