



Chadsgrove Curriculum Long Term Planning: Physical Education

Curriculum Intent

Chadsgrove's Physical Education curriculum is designed to support all pupils to develop their physical abilities, confidence and enjoyment of movement in ways that are meaningful and achievable for them. Through engaging and inclusive experiences, pupils are encouraged to explore movement, develop coordination and build their physical skills while promoting health, wellbeing and active participation.

The curriculum draws on aspects of the National Curriculum for Physical Education but is carefully adapted to meet the unique needs of pupils within our school. Learning is highly personalised so that each pupil can access physical activity at an appropriate level, whether through supported movement, adapted sports or sensory-based activities. This ensures that all pupils are able to participate, experience success and develop their physical potential.

Our intention is for pupils to improve their strength, control, mobility and independence through regular and purposeful physical activity. Opportunities to practise and revisit key skills enable pupils to build confidence and make progress over time, however small. Alongside physical development, pupils are supported to develop communication, cooperation and self-awareness through shared activities and teamwork. Through this approach, we aim to foster enjoyment of Physical Education while supporting pupils to lead as active and independent a lifestyle as possible.

Curriculum Implementation

Personal Development						
Physical Outcomes		Healthy Lifestyle Behaviours	Personal Outcomes			Progressive Outcome
Physical Competence	Physical Activity		Social	Emotional	Thinking Skills	Building a foundation
						↓ Building and developing
						↓ Developing and embedding
						↓ Embedding and applying
						↓ Applying and practising

- In Explorers 1 and Pioneers 1, the aim is to develop movement skills through gymnastics, the Motor Activity Training Programme (MATP), Hydrotherapy, Swimming and Rebound Therapy
- In Explorers 2 and Navigators 1, pupils build on these foundations with a focus on gymnastics, ball skills, target games, table games, dance, athletics, Hydrotherapy, swimming and Rebound Therapy
- In Navigators 2 and Pioneers 2, pupils are learning to play recognised games of Boccia, Polybat and Table Cricket, understanding and applying rules with more accuracy. In gymnastic and athletics, skills are becoming more refined
- In Pioneers 3, pupils study the OCR Entry Level PE Certificate and some pupils study the BTEC Level 1 Introductory Award in Sport as well as applying and practising

All pupils get the opportunity to take part in Outdoor and Adventurous Activities (OAA). Activities on the school grounds include a sensory walk, orienteering and cycling. Activities off site include sailing, ice skating and walking.

Pupils get the opportunity to take part in the Worcestershire School Games; skills practiced in the lessons are transferred to events such as the Multi Skills Festival, Sensory Walk, Panathlon, Boccia, Table Cricket and Pan Disability Football competitions.

	Chadsgrove School Physical Education Long Term Plan Personal Development Plan		
	Physical Outcomes	Personal Outcomes	
2025-27	Physical Competence & Physical Activity	Social, Emotional & Thinking Skills	Healthy Lifestyle Behaviours
Explorers 1 Pioneers 1	Through structured play and PE I will develop fundamental movement skills	Through PE I will develop my understanding of playing with others, learning to demonstrate honesty and courage and playing with gratitude, empathy and fairness	I will take part in PE and exercise regularly
Explorers 2 Navigators 1	- Through P.E I will continue to develop my fundamental sports skills and I will learn to link skills to form movement patterns - Through P.E I will continue to develop my fundamental sport skills and will apply them to specific sports and activities	- Through PE I will play with integrity and trust, learn to respect others and try to understand why things happened the way they did - Through PE I will develop my self-motivation and self-discipline and show that I am responsible. I will demonstrate my communication skills through encouraging others, making decisions, being able to solve problems and be reflective	I will dress appropriately for PE, and take part in 30 minutes of exercise a day. I will participate in clubs and engage in competition
Navigators 2 Pioneers 2	Through PE I will continue to develop and learn how to apply, combine and refine fundamental movement skills and sports skills. I will learn through a range of	Through PE I will become confident at working on my own and with others. I will demonstrate my resilience and enthusiasm for learning, allocating my time and developing	I will learn to dress independently for PE, I will participate in clubs and engage in competition 

	increasingly challenging recognised activities and adapted sports	personal organisation	
Pioneers 3	Through P.E I will develop my competence and confidence in applying techniques to a breadth of sports. I will understand what makes an effective performance and will learn through physically and intellectually challenging activities	Through P.E I will develop resilience and interpersonal behaviours to make informed choices. I will continue to develop a growth mind set through seizing opportunities to learn and having a desire to succeed. I will support others in their learning and contribute to and provide ideas	I will dress appropriately for PE, I will participate in clubs and competitions. I will start to take ownership of my own exercise outside of school

Personal Outcomes	
Emotional skills	Independence, resilience, self-esteem, empathy, responsibility, respect, active listening and looking
Social skills	Communication, leadership, teamwork Feeling part of a team, feeling valued, developing leadership skills, learning to be assertive and communicate effectively
Thinking skills	Analysis, evaluation, decision making
Healthy me	Personal health and activity levels

Curriculum Impact

Chadsgrove P Steps are used to measure pupils' progress in PE. Assessment and progress is monitored through ongoing formative assessment. Evidence of learning and progress is captured via photographic and video evidence. Pupils are also encouraged to reflect on their own learning and consider their progress and achievements.

Pupils' progress towards their P Steps is recorded using our digital assessment system, SOLAR, which breaks learning into small developmental steps and allows staff to track pupil progress over time. Assessment information is reviewed regularly and recorded termly on the whole school tracking system to ensure progress is monitored and appropriate support or interventions can be implemented where needed.

Pupils work towards individual targets linked to their EHCP outcomes. These targets are incorporated into teachers' Medium Term Plans and reviewed regularly to ensure continued development of knowledge, understanding and skills.

Accredited courses (OCR Entry Level PE and BTEC Introductory Level 1 Sport) are assessed through the specification assessment criteria.

As well as the Learning Outcomes outlined in this Long Term Plan, pupils will also be working towards their personalised targets, relating to their EHCP outcomes. Pupils' targets are regularly reviewed and monitored to ensure continued progression of both knowledge and skills.

Across the Physical Education curriculum, pupils develop their physical skills and understanding alongside communication, independence and personal awareness. They are supported to express their responses to activity, make choices and reflect on their experiences, including through discussion, observation or the use of AAC where appropriate. Learning is engaging, active and accessible, enabling pupils to participate in movement, build confidence and apply their skills in a range of contexts. This supports the development of physical wellbeing and independence, laying important foundations for an active lifestyle within school and beyond.