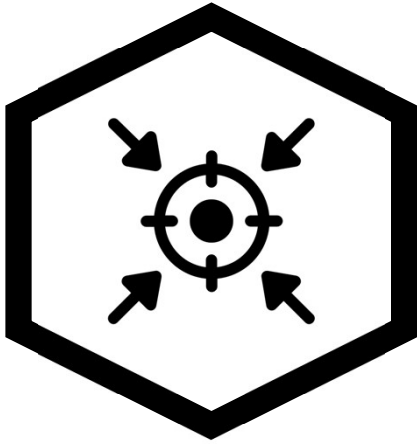


P.E at Woodlea



P.E at Woodlea



Intent:

At Woodlea, our Physical Education program aims to foster an inclusive environment where every child, regardless of ability or background, feels valued and empowered to participate. We focus on developing fundamental skills that promote physical literacy, teamwork, and confidence, ensuring that all students have the opportunity to grow and succeed at their own pace.

Our curriculum is designed to strike a balance between skill development and the nurturing of a healthy competitive spirit. Through varied activities, children are encouraged to challenge themselves, set personal goals, and experience the joy of both individual achievement and team success. We aim to cultivate an understanding of fair play, resilience, and respect for others, ensuring that competition enhances learning and enjoyment for all.

Ultimately, we aspire to instill a lifelong love for physical activity, promoting healthy habits and social connections, while ensuring that PE is a positive and enriching experience for every child.

Implementation:

At Woodlea, our Physical Education program is delivered through the REAL PE scheme, which provides a structured, inclusive, and progressive approach to physical development. REAL PE focuses on nurturing core skills such as agility, balance, coordination, and social interaction, allowing every child to participate at their own level while fostering a love for movement. The program's child-centered approach ensures that students develop essential physical literacy in an engaging and supportive environment. In addition to the core scheme, we use units from Real Gym and Real Dance to develop their skills and apply them in another context which is also creative.

To complement this, our sports progression framework encourages students to apply these skills in a range of sporting activities, gradually introducing elements of strategy, teamwork, and competition. Through regular practice and exposure to diverse sports, students build confidence, resilience, and an understanding of both individual and team dynamics.

Our staff's professional development is supported by ongoing CPD opportunities, including the engagement of expert coaches, who provide guidance and upskill teachers. This ensures that our PE lessons are of high quality, current, and tailored to meet the diverse needs of all learners, enabling continuous improvement in both teaching and student outcomes.

Through this dual focus on skill-building and competitive experiences, we ensure that all students not only enjoy physical activity but also thrive, regardless of their starting point.

Real P.E Learning Behaviours



REAL PE is a child-centered physical education program designed to develop fundamental movement skills and promote physical literacy in an inclusive, engaging way. It emphasizes agility, balance, and coordination while fostering social skills such as teamwork, cooperation, and resilience. The program is designed to meet the needs of all children, allowing each to progress at their own pace, regardless of their ability level. REAL PE encourages creativity and personal challenge, offering a holistic approach that integrates physical, social, emotional, and cognitive development, making PE enjoyable and accessible for every student. REAL PE is built around six "cogs," each representing a key area of development:



- **Personal:** Focuses on self-motivation, confidence, and the ability to set and achieve personal goals.
- **Social:** Encourages teamwork, cooperation, communication, and respecting others in group settings.
- **Cognitive:** Develops problem-solving, decision-making, and the ability to understand and apply strategies.
- **Creative:** Promotes creativity, self-expression, and adaptability in movement and physical challenges.
- **Physical:** Enhances fundamental physical skills like balance, agility, and coordination, ensuring core fitness development.
- **Health and Fitness:** Emphasizes understanding the importance of a healthy lifestyle, including physical activity and well-being.

Each Half Term focuses on one of these areas and builds upon it in subsequent years. Click [here](#) to access the progression document of these key areas of development.

Click [here](#) for a video giving you an overview of Real P.E

Real P.E Progression of Skills



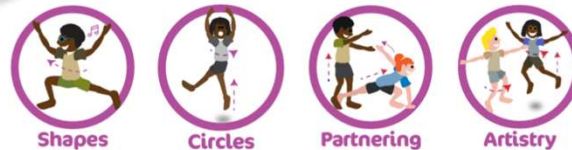
REAL P.E's progression of skills focus on 12 fundamental skills which are essential for fitness but also to be applied in sports. The progression stretches from EYFS to end of KS2 and works in sync with the assessment tool which Real P.E also provide.



Progression of Skills



Progression of Skills



In addition to the skills which are developed in the core scheme, we develop a specific set of skills in our Gym and Dance units. Two of the units have been swapped out with Gym and Dance but a different 'cog' focus each year to ensure overall coverage of all the skills.



For more detail on each of the skills and their progression, click [here](#) to see our website with the progression documents.

Real P.E Overview



	Autumn 1 Personal	Autumn 2 Social	Spring 1 Cognitive	Spring 2 Creative	Summer 1 Physical	Summer 2 Health and Fitness
Lambs	Static Balance one leg balance (Pirate) Coordination Footwork (Bike)	Dynamic Balance to Agility Jumping and Landing (Space) Static Balance Seated Balance (Jungle)	Dynamic Balance Dynamic Balance (Train) Static Balance Stance (Tightrope)	Coordination Ball skills (Clown) Counter Balance Counter Balance (Seaside)	Coordination Sending and receiving (Juggling) . Agility Reaction/Response (Fairytale)	Agility Ball Chasing (Squirrel) Static Balance Floor Work (Cat)
Year 1	Gym Shape and Travel (1)	Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6) Static Balance: Seated (FUNS Station 2)	Dance Shapes, Circles, Artistry and Partnering	Coordination: Ball Skills (FUNS Station 9) Counter Balance: With a Partner (FUNS Station 7)	Coordination: Sending and Receiving (FUNS Station 8) Agility: Reaction/Response (FUNS Station 12)	Agility: Ball Chasing (FUNS Station 11) Static Balance: Floor Work (FUNS Station 3)
Year 2	Coordination: Footwork (FUNS Station 10) Static Balance: One Leg (FUNS Station 1)	Gym Balance and Travel (1)	Dynamic Balance: On a Line (FUNS Station 5) Static Balance: Stance (FUNS Station 4)	Coordination: Ball Skills (FUNS Station 9) Counter Balance: With a Partner (FUNS Station 7)	Dance Shapes, Circles, Artistry and Partnering	Agility: Ball Chasing (FUNS Station 11) Static Balance: Floor Work (FUNS Station 3)
Year 3	Skill – Coordination: Footwork (FUNS Station 10) Cool Down – Static Balance: One Leg (FUNS Station 1)	Skill – Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6) Cool Down – Static Balance: Seated (FUNS Station 2)	Skill – Dynamic Balance: On a Line (FUNS Station 5) Cool Down – Coordination: Ball Skills (FUNS Station 9)	Gym Flight and Balance (2)	Skill – Agility: Reaction/Response (FUNS Station 12) Cool Down – Static Balance: Floor Work (FUNS Station 3)	Dance Shapes, Circles, Artistry and Partnering
Year 4	Gym Balance and Rotation (1)	Skill – Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6) Cool Down – Static Balance: Seated (FUNS Station 2)	Dance Shapes, Circles, Artistry and Partnering	Skill – Coordination: Sending and Receiving (FUNS Station 8) Cool Down – Counter Balance: With a Partner (FUNS Station 7)	Skill – Agility: Reaction/Response (FUNS Station 12) Cool Down – Static Balance: Floor Work (FUNS Station 3)	Skill – Agility: Ball Chasing (FUNS Station 11) Cool Down – Static Balance: Stance (FUNS Station 4)
Year 5	Coordination: Ball Skills (FUNS Station 9) Agility: Reaction/Response (FUNS Station 12)	Gym Hand and Low Apparatus (1)	Dynamic Balance: On a Line (FUNS Station 5) Counter Balance: With a Partner (FUNS Station 7)	Static Balance: One Leg (FUNS Station 1) Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)	Dance Shapes, Circles, Artistry and Partnering	Agility: Ball Chasing (FUNS Station 11) Coordination: Sending and Receiving (FUNS Station 8)
Year 6 (Sports Focus)	Netball	Gym Partner work and Large Apparatus (2)	Handball	Dance Shapes, Circles, Artistry and Partnering	Athletics	Rounders

Extra Curricular



At Woodlea, we offer a whole variety of extra-curricular sports which we have as part of an enrichment offer but also as competitive teams which represent the school. Here is a summary of what we offer over the course of the year:

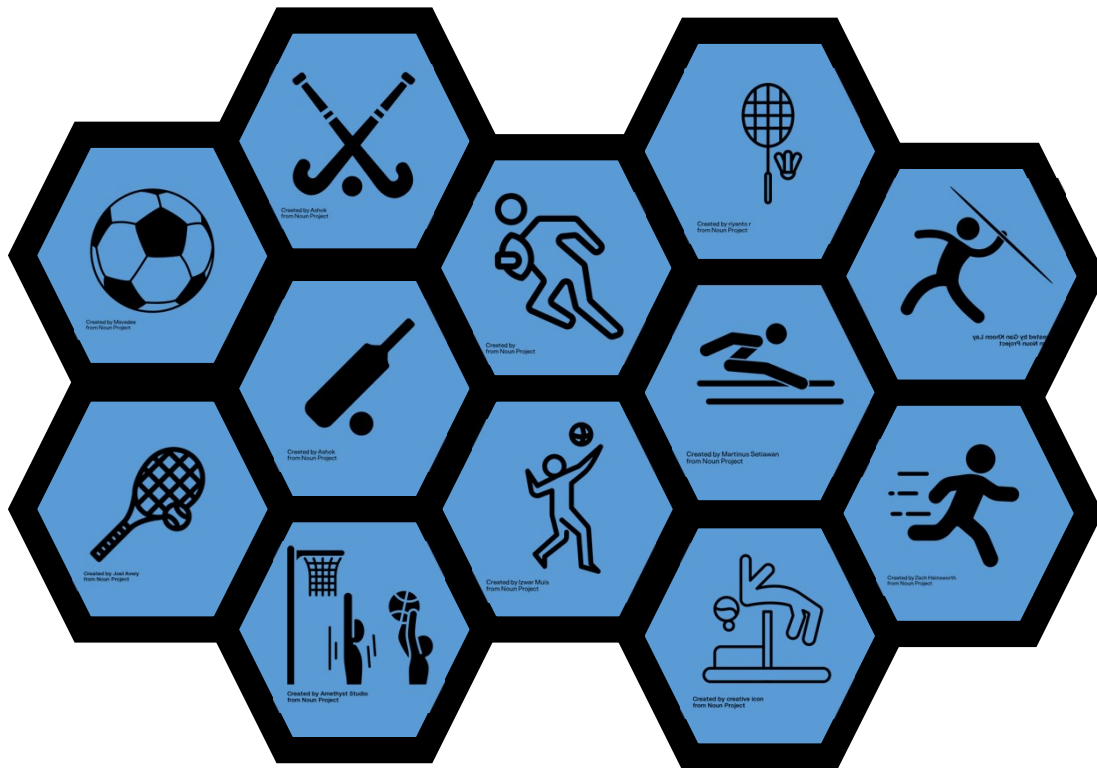


- Clubs
- Netball
 - Archery
 - Cross country
 - Football
 - Fencing
 - Athletics
 - Basketball
 - Tae Kwando
 - Multi-skills
 - Girls football
 - Street dance

- Additional Provision
- Get golfing
 - Bike-a-bility
 - SAS for PE lessons

- Competitive
- Netball and football league
 - Cross country
 - Swimming gala
 - Girls football festival
 - District Sport
 - Girls Cricket
 - Muli skills festival
 - Sports day

Sports Coverage



Alongside our specific physical development, we have our own bespoke sports curriculum which forms the other half of P.E at Woodlea. The spiral curriculum has been developed to ensure a range of sporting disciplines, competitive opportunities and an application of the skills developed with the REAL P.E Sessions. This compliments the extra-curricular activities and competition that Woodlea participates in too.

Sports Coverage



Year 1/3/5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Netball	Hockey	Volleyball	Tennis	Long Jump	Athletics - Throwing
Year 2/4/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Football	Touch Rugby	Badminton*	Cricket	High Jump	Sprinting/Relay



Health and Safety Woodlea



Safety should be paramount when planning PE activities. Children should develop their own abilities to assess risks. First aid equipment should be available and staff should know what to do and who to call for assistance in the event of an accident. Inhalers for children suffering from asthma must be readily accessible and brought to lessons. Regular checks should be made on all equipment. The curriculum manager should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the curriculum manager when any items need replacing or repairing. Any items constituted a danger should be taken out of use immediately.

In order to minimize these risks all staff and children in PE lessons are required to take note of the following:

- All lessons are planned following a clear progression of developing skills and take into account the age, abilities and special needs of the class.
- Children should be made aware, understand and follow all safety requirements related to the use of specific equipment, appropriate clothing and the following of instructions when in a lesson.
- Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- Teaching staff should ensure equipment is safe and in a good condition and suitable to the needs and abilities of the children. Any faulty equipment should be reported to the curriculum manager who will then repair or replace the faulty equipment.
- Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
- Children should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked).
- Teaching staff should ensure and expect high standards of behaviour, performance and participation in all lessons.
- Teaching staff should follow the school's behaviour plan at all times.
- Children should be made aware of the importance of stretching in physical activity and how to use the correct technique.
- Teachers should conduct a visual risk assessment of the learning environment and PE equipment as well as the children's clothing; particularly footwear, before proceeding with any PE lesson.
- Pupils should be responsible for their own inhalers and always have them with them. For younger children, a member of staff will ensure inhalers are on hand immediately during PE lessons.
- Pupils should warm-up and cool-down at the start/end of each session.
- New staff have an induction on how to use the school PE equipment safely.