



Lotus
Academy

PE CurriculumOur World



Physical Education Overview

Intent

Physical Education at Lotus Academy is used as a strategy to positively develop the whole child. This is achieved through inspiring all pupils to develop a love of movement and the joys of participating in individual and team sports. Physical Education gives pupils the opportunity to participate in a range of games, physical activities and sports, inspiring pupils to develop their social, emotional and communicational skills. Physical Education's culture is aspirational, creating opportunities for overcoming challenges and being fit and healthy. Physical Education enables pupils to develop physical competency and an understanding which improves awareness of health and fitness. Our curriculum will teach pupils the values of fairness and respect and will encourage pupils to develop better social, communication and emotional skills.

The curriculum ensures pupils develop their fundamental movement skills through "playing" in a range of physical activities. Beyond physical literacy, the pupils will learn how to communicate more effectively with each other, how to participate with others in physical activities and develop their understanding of how to transfer these skills to other situations. Lessons build on the key drivers of the curriculum and focus on teamwork, resilience, leadership and communication skills, giving pupils the opportunity to play and have fun, while learning essential skills. The curriculum is designed to not only physical competence but also pupils' understanding of tactics, decision-making and game strategies. Pupils are encouraged to solve problems, communicate effectively, work collaboratively and demonstrate resilience when faced with challenges. They regularly take on leadership roles by leading warm-ups, officiating games and supporting their peers, helping to develop confidence, responsibility and teamwork.

Health, fitness and wellbeing are embedded throughout the curriculum. Pupils learn about the importance of regular physical activity, the effects of exercise on the body and the benefits of maintaining a healthy lifestyle. Safe practice is consistently reinforced through effective warm-ups, cool-downs, correct use of equipment and an understanding of how to participate safely in different physical activities.

Implementation

Throughout all key stages, our implementation promotes high expectations, inclusivity and challenge, ensuring every pupil has the opportunity to develop physical literacy, confidence, leadership and a lifelong appreciation of physical activity and healthy living. Teaching is delivered through a broad and balanced programme of activities that develops physical competence alongside knowledge of health, fitness and wellbeing. Learning is carefully scaffolded to ensure pupils revisit and refine key concepts, enabling them to transfer skills across different sports and physical activities. Assessment is ongoing through teacher observation, questioning, peer and self-assessment, and practical performance, allowing staff to identify misconceptions, provide timely feedback and support individual progress.

Our **Key Stage 2** Physical Education curriculum is delivered through the Get Set 4 PE scheme of work, which provides a progressive, inclusive and well-sequenced programme that aligns with the National Curriculum. The scheme ensures that pupils build knowledge, skills and understanding over time, enabling them to become physically literate, confident and motivated to participate in lifelong physical activity. Lessons are carefully planned using the Get Set 4 PE progression framework, allowing pupils to revisit and build upon prior learning whilst developing increasingly complex physical skills. Through a broad range of activities, including invasion games, net and wall games, striking and fielding, gymnastics, athletics and swimming, pupils develop competence across all areas of the PE curriculum.

Assessment is ongoing and informed by the Get Set 4 PE assessment framework. We use observation, questioning, practical performance and pupil reflection to monitor progress against age-related expectations. This enables us to identify next steps, adapt teaching where necessary and ensure all pupils make sustained progress throughout Key Stage 2.

Our Physical Education curriculum is then carefully sequenced to ensure that pupils build knowledge, skills and confidence progressively from Year 7 through to Year 9, providing a strong foundation for further study at IGCSE if desired.

In **Year 7**, pupils develop the fundamental movement skills and sport-specific techniques required to participate successfully in a range of physical activities. Lessons focus on core skills such as ball handling, dribbling, passing, shooting, movement, coordination and basic game play. Pupils are introduced to the rules of games, safe practice and the importance of teamwork, communication and respect.

In **Year 8**, pupils build on these foundations by applying their technical skills within increasingly competitive and tactical situations. They develop an understanding of attacking and defensive principles, improve decision-making under pressure and begin to analyse their own and others' performances. Opportunities for collaboration, problem-solving and resilience are embedded throughout the curriculum.

In **Year 9**, pupils refine their technical ability and demonstrate advanced tactical awareness through full-game performance. They take on leadership and officiating roles, developing confidence in organising, coaching and evaluating performance. Pupils are encouraged to reflect critically on their strengths and areas for improvement while demonstrating independence and responsibility within practical lessons. This progression prepares pupils for the demands of IGCSE Physical Education

In **Key Stage 4**, pupils build upon the skills, knowledge and understanding developed during Key Stage 3 by further refining their performance in cricket and athletics, demonstrating greater technical competence, tactical awareness and consistency in competitive situations. Pupils are expected to take increased ownership of their learning through leadership, officiating and performance analysis opportunities. Alongside this progression, pupils are introduced to volleyball and mountain biking, broadening their sporting experiences and developing new physical, tactical and personal skills. Volleyball provides opportunities to develop teamwork, communication, game strategy and decision-making, while mountain biking promotes resilience, risk awareness, problem-solving, independence and confidence in outdoor environments. Throughout Key Stage 4, pupils are encouraged to apply their skills across a range of activities, evaluate their own and others' performances, and demonstrate increasing independence, responsibility and self-management. This progression supports both lifelong participation in physical activity and preparation for further study in Physical Education.

For pupils who continue into **IGCSE Physical Education**, the curriculum builds naturally upon the knowledge and skills developed at Key Stage 3. Pupils study both theoretical and practical aspects of Physical Education, including Anatomy and Physiology, Health, Fitness and Training, Skill Acquisition and Psychology, and Social, Cultural and Ethical Influences. Practical performance across four physical activities enables pupils to apply theoretical knowledge in authentic sporting contexts while continuing to develop technical proficiency, tactical awareness and safe, effective performance.

	Autumn		Spring		Summer	
Year 3/4 – Cycle A	Fundamental Games	Ball Skills	Gymnastics	Fitness	Net/Wall	Striking/ Fielding
Year 3/4 – Cycle B	Fundamental Games	Ball Skills	Gymnastics	Fitness	Net/ Wall (Tennis)	Striking/ Fielding (Cricket)
Year 5/6 – Cycle A	Invasion Games	Net/Wall	Parkour	Fitness	Athletics	Striking/ Fielding (Rounders)
Year 5/6 – Cycle B	Fundamental Games	Net/ Wall	Parkour	Fitness	Athletics	Striking/ Fielding (Rounders)
Year 7/8 – Cycle A	Invasion Games (Basketball)	Invasion- Net/Wall	Fitness	Net/ Wall (Tchoukball)	Athletics	Fielding & Striking (Cricket)
Year 7/8 – Cycle B	Basketball	Badminton	Fitness	Tchoukball	Athletics	Cricket
Year 9	Basketball	Badminton	Fitness	Tchoukball	Athletics	Cricket
Year 10	Mountain Biking	Hockey	Fitness	Volleyball	Athletics	Cricket
Year 11	Mountain Biking	Hockey	Fitness	Volleyball	Athletics	Cricket
GCSE	Anatomy and physiology	Health, fitness and training	Skill acquisition and psychology	Social, cultural and ethical influences	Revision and Exam Preparation	