



## Physical Education

### Vision

All young people should have the opportunity to live healthy and active lives. At The Village Primary School, we aim to *inspire, challenge* and *motivate* children so that they can thrive and express themselves confidently in a wide range of sports. Through leadership we offer all children the chance to **explore, dream** and **discover** their full potential. Meaningful links are made to Global Goals where relevant.

It is important that our children **'learn to lead'**. Therefore we offer all of our children the opportunity to lead activities during their school life. Leadership gives children the understanding of what it is like to have responsibility, to show respect for rules and brings the added challenge of organisation, communication and teamwork.

We also strive to give as many children as possible the opportunity to participate in a variety of competitive sports during their school life, giving them the understanding of: what competition feels like, what it is like to be part of a team, and to be able to both win and lose with equal grace.

Our vision for Physical Education is that every child should have the opportunity to develop the physical confidence and competence to enjoy being active through a wide range of activities. We hope this will lead to a life-long passion of being physically active and healthy.

**competence, performance, creativity and healthy active lifestyles**



## PE - Curriculum Map

Skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Nursery</b></p> <p>The most relevant statements for PE are taken from the following areas of learning:</p> <ul style="list-style-type: none"> <li>• <b>Personal, Social and Emotional Development</b></li> <li>• <b>Physical Development</b></li> <li>• <b>Expressive Arts and Design</b></li> </ul>	<p>Walking down steps or slopes whilst carrying a small object and maintaining balance and stability.</p> <p>Wash and dry hands and understands why this is important.</p> <p><b>competence</b></p> <p><b>healthy active lifestyles</b></p>	<p>Can grasp and release with 2 hands to throw and catch a large ball, beanbag or any object.</p> <p>Able to help with and increasingly independently put on and take off simple clothing items.</p> <p><b>competence</b></p> <p><b>healthy active lifestyles</b></p> <p><b>performance</b></p>	<p>Climb stairs, steps and moves across climbing equipment using alternative feet</p> <p>Plays alongside other children who are engaged in the same theme.</p> <p><b>competence</b></p> <p><b>healthy active lifestyles</b></p> <p><b>performance</b></p>	<p>Maintains balance using hands and body to stabilise.</p> <p>Creating sounds, movements, drawings to accompany stories and music.</p> <p><b>competence</b></p> <p><b>performance</b></p> <p><b>creativity</b></p>	<p>Can balance on one foot or in a squat momentarily shifting body weight to improve stability.</p> <p>Experiments and creates movement in response to music, stories and ideas.</p> <p><b>competence</b></p> <p><b>performance</b></p> <p><b>creativity</b></p>	<p>Runs with special awareness and negotiates space successfully adjusting speed or direction to avoid obstacles.</p> <p>Dresses with help – puts arms into open fronted coat or pulls up own trousers.</p> <p><b>competence</b></p> <p><b>performance</b></p> <p><b>creativity</b></p> <p><b>healthy active lifestyles</b></p>



<p><b>Reception</b></p> <p>The most relevant statements for PE are taken from the following areas of learning:</p> <ul style="list-style-type: none"> <li>• Personal, Social and Emotional Development</li> <li>• Physical Development</li> <li>• Expressive Arts and Design</li> </ul>	<p>Manage their own needs.</p> <p>Negotiate space successfully when playing racing and chasing games with other children</p> <p><b>competence</b></p> <p><b>healthy active lifestyles</b></p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>- rolling</li> <li>- running</li> <li>- crawling</li> <li>- hopping</li> <li>- walking</li> <li>- skipping</li> <li>- jumping</li> <li>- climbing</li> </ul> <ul style="list-style-type: none"> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical</li> </ul>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p>Managing Self</p> <ul style="list-style-type: none"> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</li> <li>• Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>• Manage their own basic hygiene and personal needs, including dressing.</li> </ul> <p>Jumping off an object and lands appropriately using hands, arms and body to stabilise and balance.</p> <p>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p><b>competence,</b></p>	<p>Building Relationships</p> <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others.</li> </ul> <p>Ball skills and team games.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p><b>competence</b></p> <p><b>healthy active lifestyles</b></p>	<p>Ball skills and team games.</p> <p>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Focus on athletics and sports day.</p> <p>Explain the reasons for rules and knowing right from wrong.</p> <p><b>competence, performance, creativity and healthy active lifestyles</b></p>



disciplines, including dance, gymnastics, sport and swimming.

- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.
- Develop overall body strength, balance, coordination and agility.
- Know and talk about the different factors that support overall

Chooses to move in a range of ways moving freely and with confidence making changes to body shape and changing pace

**competence, performance, creativity and healthy active lifestyles**

**performance, healthy active lifestyles**



		<p>health and wellbeing:</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> </ul> <p>Adjust speed and change of direction.</p> <p><b>competence, performance, creativity and healthy active lifestyles</b></p>				
Year 1	<p><b>Games</b></p> <p>Agility. Sending and receiving. Scoring.</p> <p><b>competence, performance, creativity</b></p>	<p><b>Gym</b></p> <p>Body shapes. Rolling. Balances. Jumping.</p> <p><b>competence, performance, creativity and healthy active lifestyles</b></p> <p>Gymnastic Festival</p>	<p><b>Dance</b></p> <p>Working together. Recognising and following a tune. Creating actions to match the music.</p> <p><b>competence, performance, creativity and healthy active lifestyles</b></p>	<p><b>Games/Netball</b></p> <p>Throwing accurately as a team. Decision making in a game</p> <p><b>competence, performance, creativity and healthy active lifestyles</b></p>	<p><b>Racket skills</b></p> <p>Hitting a ball in the correct direction.</p> <p><b>competence, performance, creativity and healthy active lifestyles</b></p>	<p><b>Games/Athletics</b></p> <p>Sports day events</p>



		<b>Outdoor Week/Health and Fitness/Growth Mindset</b>				
<b>End Points</b>	<ul style="list-style-type: none"> <li>Final skill follow key steps Year 1 gymnastic routine (see diagram sheet)</li> <li>To copy movements.</li> <li>To use/ listen to music and follow a simple routine.</li> </ul>		<ul style="list-style-type: none"> <li>To chest pass to a partner.</li> <li>To catch a ball with 2 hands.</li> <li>To bounce pass to a partner.</li> </ul>		<ul style="list-style-type: none"> <li>To hit a tennis ball with a racket.</li> <li>To aim and hit the ball in the desired direction.</li> <li>To run 100m without stopping.</li> </ul>	
<b>Leadership skills/My Personal Best</b>	<b>Self belief (Healthy Me)</b>	<b>Honesty (Healthy Me)</b>	<b>Courage (Healthy Me)</b>	<b>Gratitude (Social Me)</b>	<b>Empathy (Social Me)</b>	<b>Curiosity (Thinking Me)</b>
<b>Leadership End Points/Vocabulary</b>	Healthy, happy, confident, positive, progress, opportunities	Healthy, happy, confident, truth, mistakes, cheat, respect	Healthy, happy, confident, Fears, new experiences, challenges	Friends, work with others, appreciate, thank, kindness, generosity, praise	Friends, work with others, other people's perspectives, feelings, understand, care	Likes/dislikes What I am good at, look, listen, touch, taste, smell, ask questions, discover new things
<b>Year 2</b>	<b>Games</b> Agility. Sending and receiving. Scoring. Use the terms 'opponent' and 'team-mate'.	<b>Gymnastics</b> Body shapes. Rolling. Balances. Travelling. Jumping and landing	<b>Dance</b> Working together. Recognising and following a tune. Linking movements to create actions to	<b>Games/Netball</b> Awareness of space, themselves and others. Hand-eye coordination.	<b>Racket skills/Rounders/Pre tennis</b> Best place to be to stop a ball. Hitting a ball in the correct direction.	<b>Games/Athletics</b> Sports day events <ul style="list-style-type: none"><li>Lead others when appropriate.</li></ul>



	<b>performance, healthy active lifestyles</b>	Partner routines. Copy and remember actions. <b>competence, performance, creativity</b>  Gymnastic Festival  Outdoor Week/Health and Fitness/Growth Mindset	match the music. <b>performance, creativity and healthy active lifestyles</b>  Carefully choose movements to communicate feelings/expressions.	Throwing accurately as a team. Decision making in a game. <ul style="list-style-type: none"> <li>Use rolling, hitting, running, jumping, catching and kicking skills in combination.</li> </ul> <b>competence, performance, creativity</b>	<ul style="list-style-type: none"> <li>Develop tactics.</li> </ul> <b>competence, performance, creativity and healthy active lifestyles</b>	<b>competence, performance, creativity and healthy active lifestyles</b>
End Points	<ul style="list-style-type: none"> <li>To know muscles need to be warmed and stretched prior to exercise.</li> <li>To know Gymnastics are performed by Gymnasts such as Claudia Fragapane.</li> <li>To form front, side and back support and complete key steps Year 2 gymnastic routine (see diagram sheet)</li> </ul>		<ul style="list-style-type: none"> <li>To know the travelling rule of netball.</li> <li>To know the passing rule in netball.</li> <li>To be able to perform an accurate chest pass.</li> </ul>		<ul style="list-style-type: none"> <li>To know that 100m is a sprint.</li> <li>To know that javelin and discus are throwing events.</li> <li>To be able to throw a javelin with correct form.</li> </ul>	
Leadership skills/My Personal Best	Resilience (Healthy Me)	Integrity (Healthy Me)	Trust (Social Me)	Fairness (Social Me)	Imagination (Thinking Me)	Concentration (Thinking Me)



End Points/Vocabulary	Healthy, happy, confident, willing, persevere, trial, learn from mistakes, bounce back from set-backs	Healthy, happy, confident, high standards, keep my word, behave consistently, principles, choices, values	Friends, work with others, share, accept, support	Friends, work with others, judge, equality, recognise, inclusion, facts	Likes/dislikes What I am good at, see, hear, feel, real, fictional, experiences, possibilities	Likes/dislikes What I am good at, look and listen carefully, focus, distractions, goals
Skills KS1	<ul style="list-style-type: none"> <li>• Develop balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Perform dances using simple movement patterns.</li> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• My Personal Best resource pack 1</li> </ul>					
Year 3	<b>Invasion Games/Netball</b> Throwing and catching with partner. Move with the ball. <b>performance, healthy active lifestyles</b>	<b>Gymnastics</b> Use shape, balance and travel. Show control, tension and balance. <b>competence, performance, creativity</b>	<b>Dance</b> Respond to stimuli. Perform with Expression. Use of expressive body language. <b>competence, performance, creativity and healthy</b>	<b>Invasion Games/Football</b> Attack and defend. Use appropriate skills; passing, dribbling, control. Work as a team. <b>competence, performance, and healthy active lifestyles</b>	<b>Rounders/Pre tennis</b> Strike ball with intent. Intercept the ball and catch. Strike a ball and field with control. <b>competence, performance, and healthy active lifestyles</b>	<b>Athletics</b> Sports day events  Organisation. Jump with control. Throw with power. <b>competence, performance, creativity and healthy</b>





		Gymnastic Festival	<b>active lifestyles</b>			<b>active lifestyles</b>
		Outdoor Week/Health and Fitness/Growth Mindset				
End Points	<ul style="list-style-type: none"> <li>Final skill follow key steps Year 3 gymnastic routine (see diagram sheet)</li> <li>To create a small routine containing 3 gymnastics elements, listening to music and dancing to a beat. key steps Year 3 gymnastic routine (see diagram sheet)</li> <li>To use facial expressions to convey feelings.</li> </ul>		<ul style="list-style-type: none"> <li>To chest pass to a partner and pivot accurately.</li> <li>To dribble through cones using the side of the foot.</li> <li>To kick the ball to a partner with accuracy.</li> </ul>		<ul style="list-style-type: none"> <li>To hold the bat correctly and improve how far they can hit the ball.</li> <li>To catch a small ball using two hands.</li> <li>To run and jump in a combination.</li> </ul>	
Leadership skills/My Personal Best	Resilience (Healthy Me pk2)	Integrity (Healthy Me pk2)	Respect (Social Me pk1)	Trust (Social Me pk1)	Resourcefulness (Thinking Me pk 1)	Reflection (Thinking Me pk1)
End Points/Vocabulary	Willing to have a go, Persevere, Trial different methods, Learn, Mistakes, Bounce back from set-backs	High standards, keep my word, behave consistently, principles, choices	Friends, work with others, treat others as you would wish to be treated, accept differences, value others, agree, recognise	Friends, work with others, share, accept, support, look for the best in others.	Likes/dislikes What I am good at, adapt, experiment, combine, positive suggestions	Likes/dislikes What I am good at, time, examine, listen to feedback, compare, contrast, connect, consider
Year 4	Invasion – Football Use positions and understand roles.	Gymnastics Perform actions, balances, rolls and	Dance Devise, perform and repeat	Invasion – Netball Use positions and understand roles.	Kwik Cricket Throwing and catching. Bowling	Athletics/Tag Rugby Sports day events Use positions and



	<b>competence, healthy active lifestyles</b>  Outdoor Week/Health and Fitness/Growth Mindset	flight. Create a routine. <b>competence, performance, creativity</b>  Gymnastic Festival	movements. Explore actions. Led by Les Mis Dance Instructor  <b>competence, performance, creativity and healthy active lifestyles</b>	Use tactics. Play as a team  <b>competence, performance, and healthy active lifestyles</b>	with accuracy. Choose fielding positions. <b>competence, performance, and healthy active lifestyles</b>	understand roles. Use tactics. Play as a team – intro to rugby ready for Y5  <b>competence, performance, creativity and healthy active lifestyles</b>
End Points	<ul style="list-style-type: none"> <li>Final skill follow key steps Year 4 gymnastic routine (see diagram sheet)</li> <li>To choose and apply body shapes and actions to create a routine in a group</li> <li>To create a routine with a partner exploring actions to reflect the music</li> </ul>		<ul style="list-style-type: none"> <li>To pass the ball to another player on my team</li> <li>To perform a chest pass</li> <li>To position myself and/or a ball into an appropriate place on the field.</li> </ul>		<ul style="list-style-type: none"> <li>To bowl under arm with accuracy</li> <li>To throw with power and accuracy using one prominent arm, using the shoulder.</li> <li>To jump with control and power.</li> </ul>	
Leadership skills/My Personal Best	Self discipline (Healthy Me)	Responsibility (Healthy Me)	Trust (Social Me)	Respect (Social Me)	Resourcefulness (Thinking Me)	Reflection (Thinking Me)
End Points/Vocabulary	Positive, focus on what I can do and	Plan ahead, organise, complete	Share with others, accept help, ask for	Treat others as you would wish to be treated, accept	Adapt to suit situations, experiment,	Time to think about what I read, saw,



	progress I have made recognise I can learn new things, improve if I try, see opportunities not barriers	tasks to my best ability, volunteer	support, allow others to do things, look for the best in others	differences, value others, agree to disagree, recognise other peoples abilities	combine things to make something new, use people and resources to help, positive suggestions	heard and did, examine details, listen to feedback, compare, contrast and connect, consider possible effects
Year 5	<p><b>Rugby</b> Led by a Rugby coach</p> <p>Know different roles, styles, techniques. Work as a teams</p> <p><b>performance, healthy active lifestyles</b></p> <p>Outdoor Week/Health and Fitness/Growth Mindset</p>	<p><b>Gymnastics</b> Choose and apply body shapes and actions to create a routine in a group</p> <p>Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> <li>travelling</li> <li>balances</li> <li>swinging</li> <li>springing</li> <li>flight</li> <li>vaults</li> <li>inversions</li> <li>rotations</li> <li>bending, stretching and twisting</li> <li>gestures</li> <li>linking skills.</li> </ul> <p><b>competence, performance</b></p>	<p><b>Dance</b> Create routine with a partner, exploring actions to reflect the music. Use unison and cannon.</p> <p>Compose creative and imaginative dance sequences.</p> <ul style="list-style-type: none"> <li>Perform expressively and hold a precise and strong body posture.</li> </ul> <p><b>competence, performance, creativity and healthy active lifestyles</b></p>	<p><b>Invasion -Basketball/ Football</b> Dribbling with the ball. Attacking as a team. Playing different positions Tackling opponents safely.</p> <p><b>competence, performance, and healthy active lifestyles</b></p>	<p><b>Kwik Cricket</b> Organise team to field. Choose what shot to play. Use a range of fielding skills.</p> <p><b>competence, performance, and healthy active lifestyles</b></p>	<p><b>Athletics/Tennis</b> Sports day events</p> <p>Improve and sustain running speed and technique. Throw and jump with increased power.</p> <p><b>competence, performance, creativity and healthy active lifestyles</b></p>



		<b>nce, creativity</b>				
		<b>Gymnastic Festival</b>				
<b>End Points</b>	<ul style="list-style-type: none"> <li>To choose and apply body shapes and actions to create a routine in a group</li> <li>To create complex and well executed sequences that include a full range of movements with a partner exploring actions to reflect the music. key steps Year 5 gymnastic routine (see diagram sheet)</li> <li>To know there are different styles of dance</li> </ul>		<ul style="list-style-type: none"> <li>To know how to move with the ball in basketball (dribble, bounce, pass)</li> <li>To pass the ball to another player on my team and choose and combine techniques in game situations (running, throwing, catching, passing, jumping, kicking)</li> <li>To intercept a pass in football</li> </ul>		<ul style="list-style-type: none"> <li>To choose an appropriate way to pass the ball back to the bowler eg rolling the ball or under arm throw.</li> <li>To keep the ball in the air for a minimum of 5 volleys and strike a bowled or volleyed ball with accuracy.</li> <li>To explain the rules of quick cricket and field, defend and attack tactically.</li> </ul>	
<b>Leadership skills/My Personal Best</b>	<b>Resilience and Integrity (Healthy Me)</b>	<b>Responsibility (Healthy Me)</b>	<b>Co-operation (Social Me)</b>	<b>Empathy (Social Me)</b>	<b>Resourcefulness and reflection (Thinking Me)</b>	<b>Decision making (Thinking me)</b>
<b>End Points/Vocabulary</b>	Willing to have a go, persevere, trial	Plan ahead, organise myself and	Do as I am asked, share ideas and resources,	See things from other people's perspectives,	Adapt to suit situations, experiment	Balance reason(facts) and intuition



	different methods, learn from mistakes, bounce back from set-backs, set high standards, keep my word, behave consistently, put principles into action, make choices based on values	belongings, complete tasks to the best of my ability, volunteer-not just for prestigious roles,	help others, work towards a shared goal, put the groups interests above my own	consider feelings, understand rather than make judgements, show you care about others.	with different methods, combine things to make new, use other resources and people to help, make positive suggestions, take time to think, examine details, listen to feedback, compare and contrast, consider possible effects.	(feelings), anticipate consequences, break complex decisions into smaller steps, reach a definite conclusion, take responsibility for choices
Year 6	<p><b>Rugby</b> Led by a Rugby coach</p> <p>Know different roles, styles, techniques. Work as a teams</p> <p><b>performance, healthy active lifestyles</b></p> <p>Outdoor Week/Health and</p>	<p><b>Gymnastics</b> Select and apply appropriate balance, jumps and rolls to create a routine. routine (see diagram sheet)</p> <p><b>competence, performance, creativity</b></p> <p>Gymnastic Festival</p>	<p><b>Dance</b> Use of character and expression to tell a story of the song.</p> <p><b>competence, performance, creativity and healthy active lifestyles</b></p>	<p><b>Invasion - Hockey</b> Understand the rules of the game. Work to attack and defend as a team. Use reverse stick effectively.</p> <p><b>competence, performance, and healthy active lifestyles</b></p>	<p><b>Kwik Cricket</b> Organise team to field. Choose what shot to play. Use a range of fielding skills.</p> <p><b>competence, performance, and healthy active lifestyles</b></p>	<p><b>Athletics/Basketball</b> Sports day events</p> <p>Explain good athletic performance. Understand the rules of certain events. Take a leading role in organising an event using their knowledge of sport</p> <p>Running forward with the ball. Defending as a team. Tagging</p>



	Fitness/Growth Mindset		Robinwood/Outdoor Residential			opponents. <b>competence, performance, creativity and healthy active lifestyles</b>
End Points	<ul style="list-style-type: none"> <li>To know how to create a routine key steps Year 6 gymnastic routine (see diagram sheet)</li> <li>To use balance, jumps and rolls</li> <li>To develop flexibility, strength, technique, control and balance</li> </ul>		<ul style="list-style-type: none"> <li>To run forwards with a basketball</li> <li>To intercept a pass</li> <li>To use running, jumping, throwing and catching in isolation and in combination</li> </ul>		<ul style="list-style-type: none"> <li>To organise a team to field</li> <li>To choose which shot to play</li> <li>To play competitive games, modified where appropriate [for example: football, hockey, cricket, basketball and netball], and apply basic principles suitable for attacking and defending</li> </ul>	
Leadership skills/My Personal Best	Self discipline (Healthy Me)	Self motivation (Healthy Me)	Cooperation and Communication (Social Me)	Communication and Encouragement (Social Me)	Problem solving (Thinking me)	Evaluation (Thinking Me)
End Points/Vocabulary	Respect the rules, manage emotions, think about consequences, look at long term and short term effects,	Be the best you can be, set goals, practise to improve, can work on your own, take initiative	Do as asked, share ideas and resources, help others, work towards a shared goal, put group's interests before own, pay attention with body	pay attention with body and mind, listen to understand, speak clearly, with confidence, enthusiasm and conviction, adapt style	Ask questions to extend thinking, challenge own and others' assumptions, generate ideas and explore possibilities,	Refer to objectives and success criterias, identify strengths and areas for improvement, consider the evidence



	change the way you behave to get better results		and mind, listen to understand, speak clearly, with confidence, enthusiasm and conviction, adapt style and methods to suit situations, check we understand each other	and methods to suit situations, check we understand each other, find out goals, identify challenges, reinforce strengths, offer practical solutions and help, act as a positive role model	apply and adapt learning, try different solutions without fear of failure	for and against, recognise ways to improve or develop, seek and provide constructive feedback
<b>Skills KS2</b>	<ul style="list-style-type: none"> <li>• Develop flexibility, strength, technique, control and balance.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• Take part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Begin to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> <li>• Use running, jumping, throwing and catching in isolation and in combination.</li> <li>• Play competitive games, modified where appropriate [for example: football, hockey, cricket, basketball and netball], and apply basic principles suitable for attacking and defending.</li> <li>• My Personal Best resource pack 2</li> </ul>					

Swimming, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively perform safe self-rescue in different water-based situations.

