ST ANNE'S RC PRIMARY SCHOOL

PE CURRICULUM HANDBOOK



Physical Education Prayer

Dear Lord,

May my efforts be not in vain,

Let me find joy in every gain.

In fitness, grant me perseverance,

A healthy body, a blessed existence.

Amen.

Psalm

"Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God?"

(Corinthians 6:19)

National curriculum

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Subject content

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Our Physical Education (PE) curriculum has been designed to inspire all pupils to develop a lifelong love of physical activity and to understand the importance of leading healthy, active lives. Through PE, children develop physical competence, confidence and resilience, while learning how physical activity contributes to their physical, mental and emotional wellbeing.

At St Anne's, our PE curriculum equips children with the fundamental movement skills, teamwork and sporting values needed to succeed in a wide range of physical activities. We follow a carefully planned scheme of work developed by St Anne's, which ensures clear progression in skills, knowledge and physical development, while fully meeting the requirements of the National Curriculum.

PE is taught through a progressive, skills-based and inclusive approach. Each unit focuses on developing specific physical skills, tactics and techniques appropriate to the sport or activity being taught. Lessons are structured to allow children to practise, refine and apply these skills in increasingly challenging contexts, enabling them to improve their performance and understanding over time.

Throughout each unit, pupils are encouraged to reflect on their own performance, set personal goals and evaluate the effectiveness of different techniques and strategies. Children learn to work both independently and collaboratively, developing communication, leadership and sportsmanship. As pupils move through the school, they build upon prior

learning, revisiting and developing key skills across a range of activities including games, gymnastics, dance, athletics, fitness and outdoor and adventurous activities.

PE lessons are enriched through the use of high-quality equipment and a variety of teaching approaches to ensure all pupils can access and enjoy physical activity. Learning is further enhanced through opportunities beyond the classroom, including inter-school competitions, sporting events, specialist coaching and extra-curricular clubs, allowing children to apply their skills in competitive and recreational contexts.

EYFS

Our Physical Education provision in the Early Years Foundation Stage (EYFS) is designed to support children's physical development, confidence and enjoyment of movement. Through a wide range of physical activities, children develop strength, balance, coordination and control, while building the foundations for healthy, active lifestyles.

At St Anne's, physical development in EYFS supports children to develop both gross and fine motor skills in line with the Physical Development area of learning. Our curriculum is carefully planned to ensure progression, allowing children to practise and refine their movement skills through structured activities and purposeful play.

Physical development is taught through a combination of adult-led sessions and child-initiated learning. Children are encouraged to explore movement through running, jumping, climbing, balancing, throwing and catching, both indoors and outdoors. Activities are designed to develop core strength, spatial awareness and coordination, while promoting confidence, independence and perseverance.

Within PE sessions and continuous provision, children are supported to follow simple rules, take turns and work cooperatively with others. They learn to talk about their movements, recognise the effects of exercise on their bodies and begin to understand how being physically active supports their health and wellbeing. Opportunities are provided for children to practise fine motor skills through activities that develop hand strength and control, supporting early writing and self-care skills.

Physical development in EYFS is enriched through daily access to outdoor learning environments and a wide range of age-appropriate equipment. Children are encouraged to be active throughout the day, developing positive attitudes towards physical activity that prepare them for the PE curriculum in Key Stage 1 and beyond.

EYFS

LTP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Introduction to PE	Fundamentals 1	Ball skills	Fundamentals 2	Ball skills 2	Games 2

Key Stage 1

Within KS1 the following units will be taught

LTP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Fundamentals	Sending & receiving	Ball skills	Fundamentals 2	Striking (Hand & foot)	OAA
	Dance	Fundamentals	Ball skills	Fitness	Athletics	Gymnastics
Year 2	Fundamentals	Sending & receiving	Ball skills	Fundamentals 2	Striking (Hand & foot)	OAA
	Fundamentals	Dance	Ball skills	Fitness	Gymnastics	Athletics

Key Stage 2

Within KS2 the following units will be taught

LTP	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Sending & Receiving (Target games)	OAA	Net and wall (Badminton)	Attacking & Defending	Striking and fielding (cricket)	Invasion games (Hockey)
	Ball skills	Invasion games (Tag Rugby)	Dance	Gymnastics	Fitness	Athletics
Year 4	Attacking and Defending	OAA	Net and wall (Badminton)	Invasion games (Netball)	Striking & fielding (Cricket)	Invasion games (Football)
	Ball skills (Basketball)	Invasion games (Tag Rugby)	Gymnastics	Dance	Fitness	Athletics
Year 5	Sending & Receiving (Target games)	OAA	Net and wall (Badminton)	Attacking & Defending	Striking and fielding (cricket)	Invasion games (Hockey)
	Ball skills (Basketball)	Gymnastics	Invasion games (Tag Rugby)	Fitness	Dance	Athletics
Year 6	Attacking and Defending	OAA	Net and wall	Invasion games	Striking & fielding	Invasion games

			(Badminton)	(Netball)	(Cricket)	(Football)
	Gymnastics	Ball skills (Basketball)	Invasion games (Tag Rugby)	Fitness	Athletics	Dance

Learning objectives within PE lessons enable pupils to develop physical, social and cognitive skills simultaneously, with each supporting the other. Pupils are taught to apply skills, strategies and rules in a range of activities, while also developing teamwork, resilience and sportsmanship. Alongside physical development, we actively promote positive attitudes towards physical activity and healthy lifestyles. We aim to inspire pupils to engage fully in PE by:

- Creating an inclusive and supportive environment where pupils are encouraged to explore movement, develop confidence and enjoy physical activity
- Using a variety of teaching approaches to meet the needs of all learners
- Providing high-quality equipment and resources to support skill development
- Teaching skills within meaningful contexts, helping pupils understand how techniques and strategies can be applied across different sports
- Developing pupils' understanding of rules, tactics and fair play
- Offering appropriate challenge to all pupils
- Providing opportunities for outdoor and practical learning wherever possible
- Encouraging pupils to reflect on and evaluate their own performance and that of others
- Minimising teacher-led instruction where appropriate, allowing pupils time to practise, collaborate and problem-solve independently

To further enrich the PE curriculum, we work in partnership with OACT to provide pupils with opportunities to participate in inter-school tournaments and competitive events. OACT also supports the delivery of after-school sports clubs and games, enabling pupils to apply their skills in competitive and recreational settings and promoting a lifelong engagement with physical activity.

Lesson structure

All lessons follow the same structure for a consistent approach:

1. Shared WALT and success criteria
2. Warm up activity (10 minutes)
3. Skill development (30 minutes)
4. Plenary (10 minutes)

Feedback and formative assessment

In Physical Education, feedback and formative assessment are used to support pupils' skill development, understanding of techniques and strategies, and their confidence in applying these in different contexts. Teachers continuously observe pupils during lessons, identifying strengths, areas for improvement, and next steps.

Formative assessment in PE is achieved through:

- Observation: Teachers monitor pupils' performance during activities, noting skill progression, effort, and application of tactics and strategies.
- Questioning: Teachers ask targeted questions to check pupils' understanding of rules, techniques, and strategies, and to encourage reflection on their own and others' performance.
- Peer and self-assessment: Pupils are encouraged to give constructive feedback to each other and reflect on their own performance, helping them to identify areas for improvement and set personal goals.
- Practical tasks and challenges: Activities are designed to allow pupils to demonstrate their skills and understanding in a variety of contexts, enabling teachers to assess progress in real time.
- Immediate feedback: Verbal feedback is given during lessons to correct technique, praise effort and highlight improvement, ensuring pupils can act on it immediately.

Whole class feedback folders are used to identify further misconceptions and it often serves to inform adjustments in teaching practises. Whole class feedback folders are also used to support teacher assessment and identify patterns. Subject leaders also use the folders to identify patterns, common misconceptions and help adapt/ tweak the curriculum.