

# St Michael's C.E Primary School

## PE Curriculum 2025-2026

PE (Physical Education) is physical exercise or physical games and sports which encourage active movement and a healthy lifestyle!

Intent - At St Michael's PE encourages all pupils to succeed and excel in competitive and physical activities and supports the development of pupils' health and fitness. It embeds the value of fair play and respect and encourages teamwork and leadership skills.

An athlete is resilient, reflective, and motivated to reach their goals. They compete competitively as part of a team, communicate effectively, and show good sportsmanship.



## Spirituality Across the Curriculum

Our definition of spirituality at St Michael's CE Primary School:

*To talk about spirituality is to talk about something which is beyond words.*

*Spirituality is linked to big questions about the meaning and purpose of life; it includes ideas relating to oneself, others, the natural world and the transcendent.*

*We refer to this as:*

*The stillness of the mind*

*The settling of the soul*

*The uplifting of the spirit*

*Being at one in the world and finding meaning and purpose in life.*

*For some, but not all, this will be experienced, expressed or explained through faith or belief.*

*When discussing this with our pupils, we refer to spirituality as:*

*The way WOWS, OWS and NOWS shape me into the person that I am and will become.*

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.



### Spirituality Opportunities

#### Self

##### **Opportunities**

- Encourage the awareness of one's own strength and limitations.
- Express emotions through movement, body language and stillness.
- Engaging in physically challenging activities such as residential activities - Use these activities as metaphors for spiritual resilience and overcoming obstacles in life and reflect on religious teachings labour perseverance, faith and the inner strength needed to face challenges.

##### **Potential Question Prompts**

- How do you celebrate a new skill?
- How does it feel to be proud of your whole self?
- What does it feel like to be completely focused on a task or challenge?
- How can focusing on breathing and being present during activities like yoga or stretching help us feel calm and connected to ourselves?

#### Others

##### **Opportunities**

- Recognise / celebrate equality, freedom, respect and trust.
- Recognising that the end result is not the most important thing.
- Use role-playing scenarios to practice conflict resolution and effective communication during PE lessons.
- Support each other during physically and mentally challenging activities in Commando Joe sessions.

##### **Potential Question Prompts**

- How can you ensure everyone feels part of the team?
- How can you support others in your team and come together as one?
- Can you create / adapt games which include reluctant participants / children with different needs?
- How could this person inspire you? (Linking to inspirational athletes)



## Transcendence

### **Opportunities**

- Express wider themes and feelings through movement
- PE classes can include mindfulness exercises such as guided meditation, body scans, and mindful movement. These activities help students focus on the present moment, reducing stress and enhancing their overall well-being.
- Participating in team sports and cooperative games can help students develop a sense of unity and connectedness with their peers. The collective effort and shared goals in team sports can lead to experiences of transcendence as students work together harmoniously.
- Dance allows children to express themselves creatively and emotionally through movement. The rhythmic and expressive nature of dance can lead to transcendent experiences as children connect with their inner selves and the music.

### **Potential Question Prompts**

- How do you recognise the delight in movement, connectedness and creativity?
- How can you regulate your breathing?
- Are there any exercises that help you calm your mind and body?
- Can you describe a moment in sport when you felt like you were in the zone or experiencing a flow state? What was that like?

## Nature

### **Opportunities**

- Teach about the spiritual aspects of yoga in Hinduism and Buddhism and discuss the concept of mindfulness in different religious traditions, encouraging children to reflect on their inner peace and connections to the world around them.
- Orienteering combines navigation with physical activity. It encourages students to engage with the landscape, enhancing their appreciation of nature and fostering a sense of achievement and self-discovery.
- Setting up obstacle courses in natural settings can help students develop physical skills while connecting with the environment. The challenges can foster resilience, teamwork, and a sense of accomplishment.
- In Early Years, children have opportunities to explore a variety of animals through movement.

### **Potential Question Prompts**

- How do you feel when you exercise or play sports in nature compared to an indoor setting?
- Can you describe a moment during a physical activity in nature when you have felt a deep sense of peace or connection?
- What aspects of nature inspire you during physical activities and why?
- How do the sounds, sights and smells of nature influence your physical performance and mental state during sports?



## St Michael's CE Primary PE Curriculum 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	PE Skills taught across the year. See Nursery Curriculum for more information					
Reception	Speed and Agility Unit 1	Dance Unit 1	Gymnastics Unit 1	Body Management Unit 1	Manipulation and Co-ordination Unit 1	Cooperate and Solve Problems
Year 1	Send, Return Unit 1	Gymnastics Unit	Hit, Catch, Run Unit 1	Run, Jump Throw Unit 1	Send, Return Unit 2	Hit, Catch, Run Unit 2
	Attack, Defend, Shoot Unit 1	Attack, Defend, Shoot Unit 2	Dance Unit 1	Gymnastics Unit 2	Dance Unit 2	Run, Jump Throw Unit 2
Year 2	Attack, Defend, Shoot Unit 1	Attack, Defend, Shoot Unit 2	Hit, Catch, Run Unit 1	Run, Jump Throw Unit 1	Send, Return Unit 2	Hit, Catch, Run Unit 2
	Send, Return Unit 1	Gymnastics Unit 1	Dance Unit 1	Gymnastics Unit 2	Dance Unit 2	Run, Jump Throw Unit 2
Year 3	Football	Dance	Gymnastics	Tag Rugby	Cricket	Athletics
	OAA	Handball	Badminton	Netball	Tennis	Rounders
Year 4	Football	Dance	Gymnastics	Tag Rugby	Cricket	Athletics
	OAA	Handball	Badminton	Netball	Tennis	Rounders
Year 5	Football	Dance	Gymnastics	Tag Rugby	Cricket	Athletics
	OAA or Swimming	Tennis or Swimming	Netball or Swimming	Netball or Swimming	Tennis or Swimming	OAA or Swimming
Year 6	Football	Dance	Gymnastics	Tag Rugby	Cricket	Athletics
	OAA	Handball	Badminton	Netball	Tennis	Rounders



## Early Years Foundation Stage - Educational Programmes

### Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives<sup>9</sup>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

## National Curriculum - Aims and Purpose

### Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

### Aims

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.

### 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.

### Swimming

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.