



St Michael's CE Primary School

**Physical Education
Curriculum**

2026-2027

Courage to Flourish in the Love of God

Curriculum Intent

At St Michael's CE Primary, our Physical Education curriculum is rooted in our vision, 'Courage to Flourish in the Love of God'.

We believe physical activity is an essential part of living well and enables pupils to develop the confidence, resilience and determination to flourish as individuals. Through PE, pupils are encouraged to challenge themselves, work collaboratively and develop a lifelong appreciation of being active.

We aim to nurture pupils' physical competence, enjoyment of movement and understanding of healthy, active lifestyles, enabling them to think and perform like sportspeople, athletes and team members. Pupils are supported to develop new skills, take on physical challenges and participate with confidence, building perseverance, self-belief and a positive sense of identity. Our curriculum reflects our commitment to inclusion and ambition for all. Every pupil is supported to access and succeed in PE, regardless of starting point, and is given opportunities to develop confidence, resilience, leadership and independence.



In line with our whole-school curriculum, pupils experience a broad range of sports, physical activities and sporting traditions. This fosters respect, fairness and teamwork, helping pupils to value diversity and understand the importance of cooperation, healthy competition and belonging.

Over time, pupils develop the ability to reflect on their performance, make thoughtful decisions and apply their knowledge and skills across a range of physical activities. By the end of primary school, they are equipped with the knowledge, skills and confidence to lead healthy, active lives and continue their physical journey with curiosity and aspiration.

Curriculum Implementation

Curriculum and Sequencing

The Physical Education curriculum is delivered using PE Hub. Pupil's receive two lessons of physical education every week in school.

The curriculum is carefully sequenced using a progressive spiral approach, ensuring that pupils regularly revisit and build upon key knowledge, skills and concepts.

In the Early Years, pupils develop the foundations of physical literacy through units focusing on speed and agility, body management, gymnastics, dance, manipulation and co-ordination, and co-operation and problem-solving.

In Key Stage 1, these skills are refined through send and return, hit, catch and run, attack, defend and shoot, gymnastics, dance, and run, jump and throw.

In Key Stage 2, pupils extend and apply their learning through dance, gymnastics, football, badminton, cricket, athletics, outdoor and adventurous activities (OAA), tag rugby, handball, netball, tennis, rounders, and swimming in Year 5.

Each revisit increases in complexity and challenge, allowing new learning to build directly on prior knowledge rather than

being taught in isolation. This supports steady progression in physical competence, tactical understanding, teamwork and healthy, active lifestyles. By the end of Key Stage 2, pupils are equipped with the knowledge, skills and confidence to participate successfully in a wide range of physical activities and sports.

Teaching and Learning Approaches

Lessons follow a structured sequence of modelling, guided practice, independent application and reflection, adapted to the **St Michael's lesson structure**.

Lessons follow a consistent structure, beginning with a warm-up activity to develop movement and prepare pupils physically.

New skills are then explicitly taught and modelled before pupils practise them through increasingly challenging activities.

Learning is applied in small-sided games or physical challenges, allowing pupils to develop decision-making, teamwork and tactical understanding. Each lesson includes opportunities for questioning, feedback and reflection to assess understanding and support progress.



Knowledge and Vocabulary

Key vocabulary is explicitly taught within each lesson and reinforced through teacher modelling, questioning and practical application. Pupils are encouraged to use subject-specific language to describe skills, techniques and tactics with increasing confidence.

The spiral curriculum ensures that knowledge, vocabulary and physical skills are revisited regularly through repeated experiences of sports and activities. This enables pupils to strengthen prior learning, deepen understanding and retain knowledge over time while developing increasing competence across the curriculum.

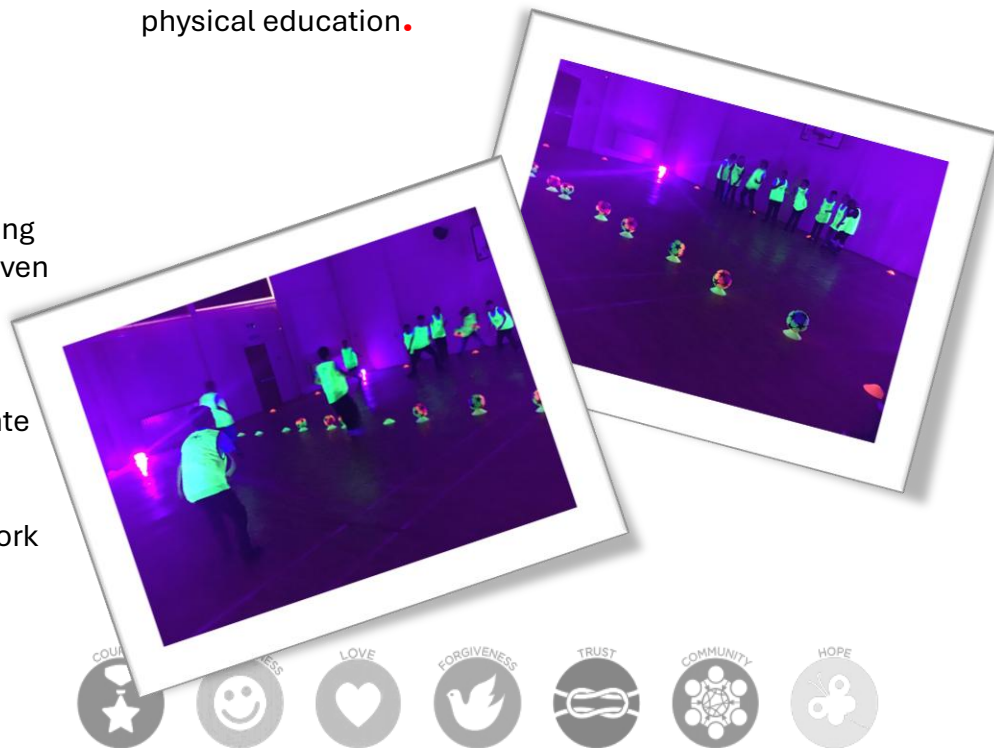
Practice, Application & Outcomes

Pupils regularly apply their knowledge and skills through games, challenges and performance opportunities, working towards successful outcomes within each unit. Time is given to practise, refine and improve skills, enabling pupils to develop confidence and competence.

Experience Journals are used to capture learning, celebrate achievements and encourage reflection on progress. Progression is seen in pupils' ability to apply skills with increasing accuracy, make effective tactical decisions, work collaboratively and evaluate their own and others' performance.

Resources

Pupils benefit from high-quality facilities and resources that support the delivery of a broad and ambitious PE curriculum. Lessons take place in a dedicated sports hall, an additional hall, two large playgrounds, a multi-use games area (MUGA) and a spacious grassed area, enabling a wide range of activities to be taught throughout the year. A comprehensive range of equipment is available for every sport, alongside the high-quality planning, videos, demonstrations and teaching resources provided through PE Hub. These resources support consistent, high-quality teaching and enable pupils to develop knowledge, skills and confidence across all areas of physical education.



Extra Curricular

Our extra-curricular PE programme provides pupils with opportunities to further develop their skills, confidence and enjoyment of physical activity beyond curriculum lessons.

A varied programme of after-school clubs is offered throughout the year, with activities changing to reflect pupil interests and seasonal sports. Examples include football, netball, cricket, athletics, dance, gymnastics and multi-skills. Some clubs are led by qualified professional sports coaches from external agencies, providing pupils with access to specialist expertise and high-quality coaching.

Pupils are also encouraged to represent the school through participation in competitive sporting events and tournaments against other local schools, promoting teamwork, resilience, sportsmanship and pride in representing St Michael's.

Assessment

Assessment is ongoing and linked to the St Michael's Teaching and Learning Framework. Key knowledge and vocabulary are revisited throughout lessons, while teachers use observation, questioning and discussion to assess pupils' understanding and application of skills. Pupils are also encouraged to reflect on and evaluate their own and others' performances, enabling teachers to identify next steps and support continued progress.



Inclusion

Learning is adapted to meet the needs of all pupils through modelling, scaffolding and thoughtful adaptations to tasks, equipment, space and groupings. Activities are accessible yet appropriately challenging, enabling all pupils to participate, develop physical competence and apply their knowledge and skills with increasing confidence and independence.



Diversity

Our PE curriculum promotes inclusion, respect and equality by providing all pupils with opportunities to participate in a broad range of sports and physical activities. Pupils develop an appreciation of teamwork, fairness and respect for others while challenging stereotypes and celebrating individual strengths, helping every child to flourish through physical activity.

British Values

Physical Education supports the promotion of British values by providing opportunities for pupils to work collaboratively, make decisions and demonstrate respect for others.

Through teamwork, competition and reflection, pupils learn to respect rules, show fairness and develop tolerance and mutual respect. Lessons encourage resilience, self-discipline and responsibility, while cooperative and competitive activities help pupils understand the importance of democracy, individual liberty and respecting the rights and achievements of others.

Rights Respecting Schools

Our PE curriculum makes a significant contribution to our Rights Respecting Schools ethos by providing regular

opportunities for pupils to develop physically, work collaboratively and enjoy participation in sport and physical activity.

Through carefully sequenced learning, pupils fulfil Article 29 by developing their physical skills, confidence and talents, Article 31 by enjoying their right to play, rest and participate in sport and recreational activities, and Article 28 through access to a high-quality physical education curriculum.

Pupils are encouraged to make decisions, work collaboratively and reflect on their own and others' performances, supporting Article 12, while an inclusive curriculum ensures every child has the opportunity to participate, succeed and flourish. Together, these opportunities help pupils become confident, respectful and resilient learners who value healthy, active lifestyles.

SMSC

Our PE curriculum supports SMSC by encouraging pupils to:

- Develop resilience, perseverance and self-confidence through physical challenge.
- Work collaboratively and show respect for others.
- Demonstrate fairness, honesty and good sportsmanship.
- Appreciate the value of healthy, active lifestyles and participation in a wide range of physical activities..



Curriculum Impact

The impact of the Physical Education curriculum is seen in pupils' developing confidence, competence and enjoyment of physical activity. Over time, pupils build secure knowledge and skills, enabling them to participate successfully across a wide range of sports and physical activities.

- Pupils demonstrate progression in fundamental movement skills, games, gymnastics, dance, athletics, outdoor and adventurous activities, and swimming, applying increasingly refined techniques and tactics.
- Pupils use subject-specific vocabulary accurately to discuss skills, techniques, tactics and the importance of healthy, active lifestyles.
- Teacher observations and ongoing assessment show clear progression in pupils' physical competence, confidence and understanding over time.
- Pupils reflect on, evaluate and improve their own and others' performance, demonstrating resilience, determination and good sportsmanship.
- Pupils work collaboratively, show respect for others and apply the values of fairness, teamwork and perseverance in both competitive and cooperative activities.
- All pupils, including those with additional needs, access the curriculum and make progress from their starting points.
- Pupils leave primary school with the knowledge, skills and confidence to lead healthy, active lives and participate positively in sport and physical activity.



Curriculum Map 2026-2027

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

Spirituality

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 about 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?