



**THE ST. MARY'S
PARTNERSHIP**

PE Curriculum



The Quality of Education Subject Pathway





At St Mary's, we know that Physical Education is key to having a healthy body and healthy mind. PE enables children to have improved concentration in class and allows children the opportunity to make every child stronger and life longer. Our PE curriculum combines the acquisition of skills with the essential knowledge pupils need to lead healthy and active lifestyles.

The Physical Education curriculum 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.**

We aim to inspire all children and for each child to fulfil their potential within PE. We want the children's experience of PE to be positive and motivating. PE enables children to become physically confident in a range of activities and sports. This supports their physical and mental health and provides them with the building blocks for a lifelong healthy and active lifestyle.

We want our children to succeed and excel in competitive sport and physical activities. We offer all children chances to compete in sport and other activities within school and outside of school. This helps the children to build character and learn values such as fairness and respect. Through PE, we develop the children's knowledge, skills and understanding of a variety of physical activities, allowing them to build their confidence and competence.

Planning

Throughout our lesson plans, pupils engage with carefully structured, layered content designed to build their understanding over time. We recognise that when pupils encounter disconnected information, they struggle to develop fluency or apply their knowledge and skills in meaningful contexts. Therefore, our curriculum is designed to ensure continuity and progression.

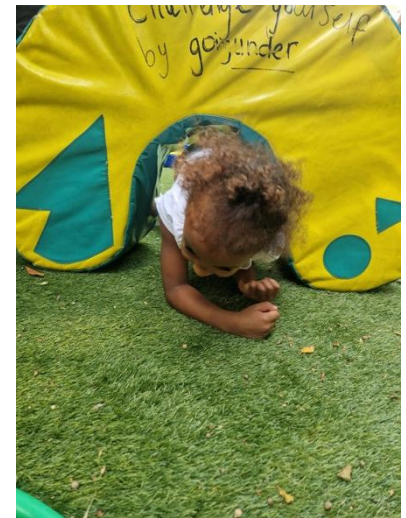
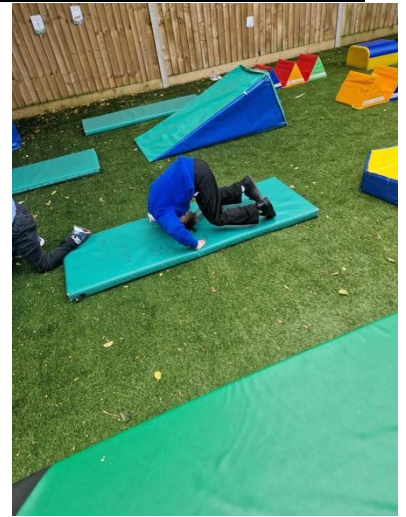
Each lesson provides opportunities for children to practise skills in a variety of ways, reinforcing their learning through repetition and application. Lessons are sequential, with each new concept building upon previously acquired skills, allowing pupils time to embed their understanding. Additionally, key skills and knowledge are regularly revisited, both within a unit and across different year groups, ensuring that learning is reinforced and deepened over time. This cyclical approach helps children to **know more, remember more, and do more**, fostering long-term retention and confidence in their abilities.

Foundational knowledge - EYFS PE Pathway

The EYFS PE curriculum fosters physical development through active play, structured movement, and fundamental motor skills.

Key Areas of Focus:

- **Gross & Fine Motor Skills:** Developing coordination, balance, and strength through running, jumping, climbing, and handling small equipment (e.g., beanbags, hoops).
- **Fundamental Movement Skills:** Locomotion (running, hopping), stability (balancing, stretching), and object control (throwing, catching).
- **Creative & Expressive Movement:** Encouraging free movement through dance, music, and role-play.
- **Health & Self-Care:** Teaching the importance of physical activity and independence in dressing.
- **Social & Emotional Development:** Promoting teamwork, resilience, and confidence through structured play.



Implementation:

- **Daily Physical Play:** Outdoor activities with climbing frames, bikes, and sports equipment to build strength and coordination.
- **Structured PD Sessions:** Weekly lessons focused on fundamental movement skills and active engagement.
- **Cross-Curricular Links:** Integrating movement into storytelling, maths (counting jumps), and phonics (action songs).

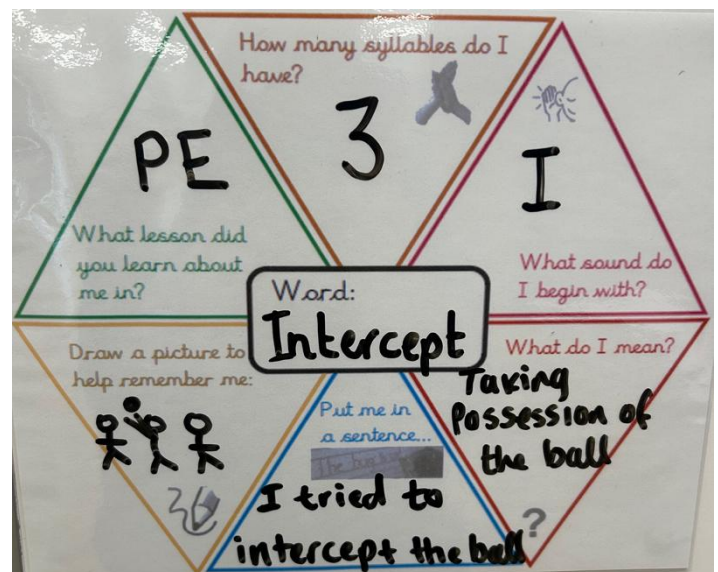
Aligned with EYFS Development Matters and the LAT curriculum, PE within the partnership schools supports children in becoming active, confident learners, in line with the school's ethos of "being the best version of yourself".

Language and Vocabulary development in PE

To ensure that pupils can progress, a heavy emphasis is placed on language and terminology study.

Lessons begin with word banks and visual representations to support cognitive understanding.

This is embedded so that its consistent in all lessons.



Implementation

“Some people want it to happen, some wish it would happen, others make it happen”

Michael Jordan

Experiential learning

Our partnership of schools serve a diverse pupil population. With an increasing proportion of children falling into the ‘disadvantaged’ category, our mission is to ensure the irrespective of background or need, we provide pupils with innovative learning experiences that ignite a passion and interest in the subject.

At the partnership schools, pupils take part in a **range of sports competitions** that promote teamwork, resilience, and inclusion. The schools compete in **partnership football events**, giving children the opportunity to develop their skills and represent their school with pride. We also attend a **SEND sports festival**, ensuring pupils of all abilities can enjoy competitive and team-based activities in a supportive environment.

Additionally, pupils participate in **competitions**, further developing their agility and teamwork. Visits to **stadium-hosted sporting events** provide inspiration, while our involvement in **Stand Up to Racism events** and **International Women’s Day activities** promotes equality and diversity in sport. These experiences help pupils build confidence, celebrate achievements, and embrace our ethos of being the best version of themselves.

Sports Day at the partnership schools are highly anticipated event that celebrates teamwork, resilience, and enjoyment of physical activity. Pupils participate in a range of events, from traditional races like sprints and relays to fun challenges such as obstacle courses and tug-of-war. The day encourages healthy competition while fostering sportsmanship and collaboration.

Every child is included, with activities adapted to ensure accessibility for all abilities. Parents and staff cheer on participants, creating a supportive atmosphere. Sports Day not only promotes physical well-being but also aligns with our school ethos—helping pupils be the best version of themselves.



Each child receives 2 hours of PE and school sport per week with specialist coaches and/or class teachers. We plan sessions to cover a broad and full range of skills and activities. These include, Invasion Games, Net and Wall Games, Strike and Field Games, Gymnastics, Dance, Athletics and OAA. Children in Key Stage 2 attend swimming lessons at a local pool, they learn to swim 25 metres competently and confidently in a range of strokes. In addition to PE in curriculum time we also strive to provide opportunities for children to access a wide range of extra-curricular clubs.

We teach in a way that children:

- have fun and experience success in sport
- can join in at their own level of development
- build and secure a range of skills
- develop good sporting attitudes
- understand basic rules
- experience positive competition
- learn in a safe and supporting environment

Our curriculum aims to ensure that all pupils:

- develop their fundamental movement skills
- improve their agility, balance and coordination
- lead and join in PE games with growing confidence, developing their speaking and listening skills
- learn useful PE vocabulary and knowledge to help them at KS3 and beyond
- enjoy fitness and understand the importance of good diet and exercise

Assessing pupil progress in PE

Teachers continually employ formative assessment to understand how pupils are knowing more and remembering more.

Each lesson, across the PE curriculum, begins with re-capping of the previous component lesson. Quick fire questions are answered verbally. Quizzes, delivered through plenary activities, further demonstrate the knowledge pupils' have acquired. This example of low-stakes testing supports teachers in making balanced decisions on when to recap and repeat knowledge to ensure that is fully embedded.

At the partnership schools, **video assessment in PE** enhances learning by allowing pupils to review, analyse form, and refine their performance. By recording activities, children can self-assess, receive targeted feedback, and track progress over time. This reflective approach builds confidence, improves technique, and supports a deeper understanding of movement and skill development.

The exit ticket provides an assessment question to unpick how well a child has accessed the intended learning for that lesson.

The exit ticket should tangibly link to the objective or skill that the teacher has delivered. For example - in the exit ticket opposite - the child is asked to apply their knowledge of gymnastics and how sequencing is used within gymnastics.

From this, teachers may deduce how successfully the child has understood the skill from an independent application task.

EXIT TICKET Physical Education
Assessment Question What does the word sequence mean when thinking about gymnastics?
Pupil response
Rate how well you did today ☆☆☆☆☆
