



PE Overview 2026/27 - St Paul's

Cambridgeshire Planning (Units) - 1 hour Skill based lesson - 1 hour (From assessment of your cohort think about any parts of the PE curriculum that they struggle with e.g. catching, chest passing, defending etc. Or think about any skill based lessons they will need to support with the sport they are doing e.g. chest pass lesson before doing netball, balance lesson before doing moving onto your gymnastics lesson.) Orienteering to take place when it is appropriate.						
	Autumn		Spring		Summer	
Reception Year 1	Games/Fundamentals Unit 1 (Reception)	Dance (Reception)	Gymnastics (Reception)	Dance (Reception)	Games/Fundamentals Unit 2 (Reception)	Games/Fundamentals (Year 1)
Year 1/Year 2	Games/ Fundamentals Unit 1 (Year 1)	Dance (Year 2)	Gymnastics (Year 2)	Dance (Year 2)	Games / Fundamentals Unit 1 (Year 2)	Games/Fundamentals Unit 2 (Year 2)
Year 3/4	Invasion Games - Ball on the ground (Y3)	Dance (Y3 - Machines)	Gymnastics (Y3)	Dance (Y4 - Cold Places)	Net games (Y3)	Athletics (Y3 and Y4)
Year 4/5 (All Y5)	Invasion Games - Football	Dance	Gymnastics	Dance	Net Games	Athletics
Year 6	Invasion Game - Hockey	Dance	Gymnastics	Dance	Invasion Game - Tag Rugby	Athletics

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Intent

At St Paul's Catholic Primary School, we believe that physical education is an essential part of a broad and balanced education. We want every pupil to develop the physical competence, confidence, knowledge and character needed to enjoy being active and to lead healthy, active lives.

Our PE curriculum is aligned with the statutory National Curriculum for Physical Education and is supported by the Cambridge Primary Physical Education framework. Cambridge describes PE as *"learning to move and moving to learn"*, with a focus on developing confident, capable and reflective movers through a broad range of physical activities.

We aim to develop pupils who can:

- develop competence and confidence across a broad range of physical activities;
- develop fundamental movement skills and increasingly sophisticated physical skills;
- understand and apply rules, tactics, strategies and compositional ideas;
- communicate, collaborate and compete positively with others;
- demonstrate fairness, respect, resilience and sportsmanship;
- evaluate their own performance and identify how they can improve;
- understand how physical activity contributes to physical and mental wellbeing;
- participate safely and responsibly in physical activity;
- develop the confidence to try new activities and persevere when faced with challenge;
- develop leadership, teamwork and decision-making skills.



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Our curriculum ensures that pupils progressively develop the knowledge, skills and understanding required by the National Curriculum. Pupils are given opportunities to be physically active for sustained periods, participate in competitive sport and activities, and develop an understanding of how physical activity contributes to a healthy lifestyle.

As a Catholic school, PE contributes to the development of the whole child. Through physical activity, pupils learn to respect the dignity and contribution of others, work collaboratively, demonstrate compassion and fairness, persevere through difficulty and celebrate both their own achievements and those of others. Our PE curriculum therefore contributes to our wider Catholic ethos and the development of character.

We recognise that pupils arrive at school with different experiences, physical abilities, confidence levels and opportunities to participate in sport. We are committed to ensuring that every pupil can experience success in PE. Our curriculum provides appropriate challenge and support, with adaptive teaching enabling pupils with SEND and other additional needs to participate meaningfully alongside their peers.

We want pupils to leave St Paul's understanding that physical activity is not simply something they do at school. It is an important part of living a healthy, balanced and fulfilling life.

The subject is led by Ellen Spiers, who oversees the development, implementation and evaluation of the PE curriculum, ensuring that provision remains ambitious, inclusive, progressive and aligned with statutory requirements.

Implementation

PE is taught for two hours each week across the school. Our provision consists of two complementary elements:

1. Cambridge Primary Physical Education – 1 hour per week

One hour each week follows the Cambridge Primary Physical Education curriculum. This provides a structured progression of knowledge and skills from the early stages of primary education through to Year 6.



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The Cambridge curriculum develops pupils through a broad range of physical contexts, including cooperative, competitive, athletic, adventurous and health-based activities. It aims to develop pupils' physical competence, cognitive abilities, confidence and social skills.

The Cambridge curriculum supports pupils to develop:

- movement competence;
- coordination, control and fluency;
- physical fitness and stamina;
- knowledge of rules and tactics;
- decision-making;
- teamwork and cooperation;
- creativity and composition;
- leadership;
- fair play and respect;
- reflection and evaluation.

Learning is carefully sequenced so that pupils revisit and build upon previously taught skills and concepts. Teachers explicitly model skills and techniques before providing pupils with opportunities to practise, apply and refine them. The Cambridge curriculum complements, rather than replaces, the statutory English National Curriculum. Our curriculum planning is mapped against the National Curriculum to ensure that all statutory knowledge, skills and experiences are explicitly addressed.

2. Skills-Based PE – 1 hour per week

The second hour of PE is deliberately responsive to the needs of each class. Teachers use ongoing assessment to identify the physical skills that pupils need to practise, consolidate or extend. This allows teachers to respond to the actual needs of their pupils rather than relying solely on a fixed sequence of activities.



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Skills-based sessions may therefore be used to:

- revisit fundamental movement skills;
- consolidate previously taught techniques;
- address misconceptions or weaknesses identified through assessment;
- provide additional practice;
- develop agility, balance, coordination, speed, strength and stamina;
- develop specific skills required for particular sports;
- provide additional challenge for pupils who have secured the intended skill;
- prepare pupils for competition and participation in school teams;
- develop skills identified through teacher assessment.

This approach ensures that PE teaching is responsive rather than passive. Teachers use what they know about their pupils to determine the most appropriate next steps in physical development. Our two-hour model therefore provides both breadth and progression through Cambridge Primary PE and responsive skills development through teacher assessment.

National Curriculum and Statutory Requirements

Our Physical Education curriculum is mapped against the statutory National Curriculum for Physical Education at Key Stages 1 and 2. The Cambridge Primary Physical Education framework provides the structure and progression for our curriculum planning, while teachers ensure that all statutory National Curriculum knowledge, skills and experiences are explicitly addressed.

The curriculum ensures that pupils progressively:

- develop competence across a broad range of physical activities;
- are physically active for sustained periods;
- engage in competitive sport and activities;



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- communicate, collaborate and work effectively with others;
- develop tactical awareness and decision-making;
- evaluate and improve their performance;
- understand the importance of physical activity in maintaining a healthy and active lifestyle.

Progression

Our PE curriculum is progressively structured from EYFS through to Year 6. In EYFS, pupils develop fundamental movement, coordination, spatial awareness, balance and confidence through a range of physical experiences. They develop increasing control of their bodies and begin to understand the importance of being active. In Key Stage 1, pupils develop fundamental movement skills including running, jumping, throwing, catching, balancing and coordination. They begin to apply these skills within games, dance and gymnastics and develop simple attacking and defending strategies. In Key Stage 2, pupils build upon these foundations by applying and combining skills in increasingly challenging contexts. They develop greater tactical awareness, decision-making, control, fluency and understanding of how to improve their performance.

Pupils also experience a broad range of physical activities and sports, ensuring that they develop transferable skills rather than becoming reliant on a narrow range of activities.

Teaching and Learning

PE lessons provide pupils with high levels of active participation. Teachers minimise unnecessary waiting time and maximise opportunities for pupils to practise and apply skills.

Lessons typically include:

- clear learning intentions;
- explicit teacher modelling;



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- carefully structured practice;
- opportunities to apply skills;
- appropriate challenge;
- questioning and discussion;
- formative feedback;
- opportunities for pupils to reflect on their performance.

Teachers use precise physical education vocabulary and model correct technique. Pupils are encouraged to explain what they are doing, why they are doing it and how they can improve. Competition is used positively to develop resilience, teamwork, tactical understanding and sportsmanship. Pupils learn that competition is about striving to improve, respecting opponents and demonstrating fairness rather than simply winning.

Swimming and Water Safety

Swimming and water safety form an important part of our Key Stage 2 PE provision.

In accordance with the National Curriculum, pupils are 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.

Pupil attainment in swimming and water safety is monitored and reported in accordance with current Department for Education requirements. Where pupils have not yet achieved the expected swimming and water-safety outcomes, appropriate opportunities are considered to support them in making further progress.

Inclusion and Adaptive Teaching



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We have high expectations for all pupils and ensure that PE is accessible to pupils with SEND and other additional needs.

Teachers adapt activities, equipment, space, rules, instructions, groupings and levels of challenge where appropriate. Adaptations are used to remove barriers to participation while maintaining ambitious learning intentions. Pupils are supported to experience success and develop confidence without unnecessarily limiting their opportunities to participate in the same rich curriculum as their peers. This approach is particularly important at St Paul's given our commitment to inclusive practice and our wider provision for pupils with additional communication, interaction and social, emotional and mental health needs.

Teachers consider individual pupil needs and use professional judgement to ensure that pupils can participate meaningfully, safely and successfully.

Assessment

Assessment in PE is primarily formative and teacher-led.

Cambridge does not provide formal Primary Progression Tests or Checkpoint assessments for PE. Instead, assessment is based upon observation, discussion, practical application, lesson outcomes and formative feedback.

At St Paul's, teachers continually assess pupils through:

- observation of physical performance;
- questioning;
- discussion;
- practical application;
- peer and self-evaluation;
- feedback during lessons;
- assessment of specific skills;



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- consideration of pupils' confidence and independence;
- application of skills within games and competitive situations.

This assessment directly informs the weekly skills-based lesson, ensuring that the second hour of PE responds to the needs identified by the teacher.

Assessment therefore becomes a cycle:

Teach → Assess → Identify Need → Practise → Apply → Evaluate → Improve

The PE Subject Leader monitors progression, curriculum coverage, participation, assessment and pupil voice to ensure that pupils are receiving a high-quality and progressively sequenced PE curriculum.

Impact

The impact of our PE curriculum is seen in pupils who become increasingly competent, confident, active and reflective participants in physical activity. By the end of Key Stage 2, pupils will have developed a broad range of physical skills and will be able to apply these skills across different activities and sporting contexts. They will demonstrate increasing control, fluency, coordination and tactical understanding.

Pupils will be able to:

- perform and combine a broad range of physical skills;
- apply skills effectively within games and activities;
- understand and apply rules and tactics;
- communicate and collaborate effectively;
- compete fairly and respectfully;



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- demonstrate resilience when faced with physical challenge;
- evaluate their own performance;
- identify ways to improve;
- understand the importance of regular physical activity;
- participate safely;
- demonstrate positive attitudes towards physical activity.

We expect pupils to develop confidence alongside competence. Pupils should increasingly be willing to attempt unfamiliar activities, persevere when skills are difficult and recognise that improvement comes through practice and reflection. The impact of our two-hour model will be evident through the progression pupils make between their starting points and the end of each year. The combination of a structured Cambridge curriculum and responsive, teacher-assessed skills sessions ensures that pupils receive both breadth of experience and targeted opportunities to improve.

We will evaluate the impact of PE through:

- teacher assessment;
- pupil voice;
- observation of lessons;
- scrutiny of progression and planning;
- monitoring of skills development;
- participation levels;
- participation in competitive sport;
- monitoring of SEND inclusion;
- pupil confidence and attitudes towards physical activity;
- participation in school sporting events and teams;
- staff voice;



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- curriculum leadership monitoring.

Ultimately, we want every pupil to leave St Paul's with the skills, confidence, knowledge and character to enjoy physical activity and make healthy, active choices throughout their lives. Our success is not measured solely by sporting performance. It is measured by whether pupils become increasingly physically competent, resilient, respectful, collaborative and confident, and whether they understand that being active is an important part of living a healthy and fulfilling life.

PE and Sport Premium

The school's PE and Sport Premium is used in accordance with the current Department for Education conditions of grant. The funding is used to make additional and sustainable improvements to the quality of PE, sport and physical activity provision across the school. It is not used to fund the school's existing statutory PE curriculum. The impact of the PE and Sport Premium is evaluated and reported separately through the school's annual PE and Sport Premium reporting arrangements.