



Physical Education

Intent

Vision Statement:

We recognise that the Curriculum reaches far wider than the learning that happens in formal lessons in each classroom. It includes everything that a child experiences in their time at our school and develops the very person they are becoming, with their talents, their needs and their aspirations for the future. Each experience provides a learning opportunity to develop and prepare our children for life in modern Britain as global citizens through the lens of Catholic life.

At St Gregory's, we are inclusive and recognise that everyone has their own unique God-given talents. Our curriculum is progressive and builds on prior knowledge, understanding and skills so that we develop our whole school community academically, spiritually, emotionally, morally and socially. This enables our children to develop cultural capital and become righteous citizens who give to society. We provide creative and engaging opportunities that inspire and motivate our children to become lifelong learners and have aspirations to be the very best they can be.

In Physical Education we aim for all of our children to see themselves as healthy individuals both in body and mind. We endeavour to inspire a sense of responsibility in our children to ensure they understand what it is to be healthy and develop their enthusiasm for Physical Education, recognising that the skills and knowledge they learn through Physical Education can be used to have a positive impact on themselves and God's world around them.

To be able to see themselves as healthy and active individuals, children will need to build up the skills, knowledge and understanding to enable them to be healthy and active and know how they can maintain this. They will need to understand and use the language of Physical Education and apply the discrete skills learnt and knowledge obtained across the curriculum, making connections both within Physical Education and across other subjects too.

To see themselves as healthy and active individuals children need a high-quality physical education curriculum which 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.

Implementation

Statement of Implementation:

The aims of the National Curriculum (2014) for Physical Education are:

- To develop competence to excel in a broad range of physical activities
- To be physically active for sustained periods of time



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- To engage in competitive sports and activities
- To lead healthy, active lives

The National Curriculum is the part of the St Gregory's curriculum that maps out the knowledge and skills that we want our children to learn and experience in each subject. The wider curriculum includes a number of vehicles to develop the whole child and includes:

- **Inclusion using teaching for mastery** – Our mastery approach ensures that all children are exposed to the same curriculum content by breaking sessions down into small learning intentions and focusing on developing deep understanding, providing support and intervention to address each individual pupil's needs. This enables all children, including those with SEND, from disadvantaged backgrounds and from multi-lingual backgrounds to achieve their true potential through careful support and scaffolding.
- **Oracy, vocabulary and reading for pleasure** – We provide a language-rich environment with a sharp focus on Oracy and the development of rich vocabulary which includes technical vocabulary relevant to the progression of each child's learning. Talk is central to learning and as such, Oracy activities are woven through all activities and experiences to give children plenty of opportunity to develop and practise their speaking and listening skills. Reading is integral to our curriculum design with daily opportunities to hear and read a range of texts – this exposes children to a wider range of vocabulary and develops a love of reading.
- **Catholic Social Teaching** – are the principles to living life through the lens of a Catholic. They are principles that support children to make links from their learning through to the world in which they live and helps them to be givers rather than takers in our society. These are woven carefully through the subject lessons and also used to apply the knowledge of the topics through discreet lessons to help deepen their understanding of the context of their learning in the wider world and empowering them to challenge social injustice.
- **Metacognition and self-regulated learning (including growth mind-set and restorative practice)** – Children are supported to manage emotions, develop a positive sense of self, set themselves aspirational goals and have confidence in their own ability. This is supported by the use of our St Gregory's learning profile and growth mind-set approach giving our children a better awareness of how they learn, the emotions linked to this and the transferable learning skills needed to be the very best they can be and reach their potential.
 - Teachers support pupils to plan, monitor, and evaluate their learning. Developing the children's **metacognitive** knowledge of how they learn and their knowledge of themselves as a learner and strategies that help them – these things support them in becoming independent learners.
 - **Restorative practice** helps our children to develop stronger relationships, and become problem solvers within these relationships, setting firm foundation for learning, so that they are more resilient to overcome adversity within their lives.
 - **Self-regulated learners** are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning.



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- **Retrieval opportunities** – enable our learners to embed knowledge by transferring it from their working memory to their long term memory. We make deliberate connections between current and prior learning and recall learning by providing opportunities such as quizzes, oracy activities and challenging discussions based on question stems.
- **Extracurricular opportunities** – provide a wide range of additional experiences for the children to inspire them within their learning and add a wider context for them. This also enables us to seek out and develop the talents in every child. In a PE context this is intra/inter school competitions, after school clubs (such as trampolining, football, rugby, hockey, running, chess, competitive swimming etc) and opportunities for both KS1 and KS2 children across a multitude of sports and activities which also encompass children with SEND and who are disadvantaged, including those disadvantaged because they do not lead active lives.

These aspects are expanded further in our [teaching and learning policy](#).

How we plan for progression in Physical Education at St Gregory's:

The St Gregory's Curriculum is designed around year group themes. Each has been structured and sequenced in order to engage pupils in purposeful learning by building on prior knowledge and helping connect knowledge, understanding and skills year-on-year both within Physical Education and across other subjects too.

Physical Education teaches skills and vocabulary that are built on year on year. Children are encouraged to become secure in their fundamental movements within KS1 before moving into team games and sports specific rules in KS2. Planning takes into consideration the time of year in which sports are taught, for example cricket being taught in the Summer term and gymnastics during the Autumn term.

Physical Education is taught for 4 hours per fortnight for every year group. PE is delivered in two ways. We follow a scheme of work from The PE Hub (2 hours) that teachers lead. This allows teachers to follow a set lesson plan with focus on vocabulary and mastering skills. The other 2 hours are delivered in collaboration with Montagu Academy, specialist coaches who support teachers with their PE delivery whilst teaching children transferable skills across sports with similar skill sets supporting our school approach of building skills in metacognition and muscle memory. This model of specialist support allows for teachers to have fortnightly CPD in coaching and support in talent identification giving access to additional programmes for children who have higher level transferable PE skills in addition to what the school is solely able to offer. The class teacher then repeats this coaching session without specialist support to help their own professional development and enable retrieval of skills and knowledge soon after they've initially been taught.

We recognise that foundations for becoming a healthy and active individual are laid in the Early Years Foundation Stage through all seven strands of the Early Years Framework and especially through Physical Development (PD) and Personal, Social, Emotional Development (PSED). To be ready for the next stage in their education, the starting point that we strive for every child to have upon entry to Y1 and working towards the aims of the National Curriculum is:



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Physical education		
Physical Development	To play games to develop core strength, stability, balance, spatial awareness, co-ordination and agility.	PE lessons, outside play, physical equipment bag at lunch time, yoga, playpod, circle time.
Physical Development	To use a range of tools	Painting, mark making, cutting with scissors, using cutlery, mud kitchen, playdough tools.
Physical Development	To develop fine motor skills to use tools more accurately	Threading, pegs, pegboards, elastic band boards, tweezers, playdough, Lego, puzzles, small world play, adult modelling.
Personal, Social, Emotional Development	To know how to look after our bodies through exercise and healthy eating.	PE lessons, circle time, yoga, visiting professionals eg. dentists; PE coaches, daily lunch choices, daily snack and milk.

Once children enter Y1, they work progressively towards the aims of the National Curriculum. To ensure progression, the teaching team worked together to plan out curriculum coverage and then the subject leader identified the progression of skills and vocabulary required at each stage of learning to prepare children for the next stage in their learning.

Physical Education Curriculum

Coverage is based on the National Curriculum 2014 Programme of Study with objectives allocated across phases and year groups to ensure a progression of knowledge, skills and understanding. For example, there is a strong focus on fundamental movements and simple movement patterns within KS1.

PE Curriculum Overview 2025-2026



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS	Dance Fundamentals Finger Gym	Manipulation and Co-ordination Fundamentals Finger Gym	Body Management Finger Gym	Cooperation/Problem Solving Finger Gym	Montague Finger Gym Balanceability	Montague Finger Gym Balanceability
All Year Groups	Montagu Functional Movement General Hand-Eye Co-ordination Rugby (Invasion) Basketball (Invasion) Netball (Invasion) Functional Movement at the start of the year builds strength in the legs to improve strength, speed, agility, power, balance across all sports. Rugby is a direct progression of working on movement as it has the same		Montagu Foot-Eye Co-ordination/Football (Invasion) Hand-Eye Co-ordination Hitting (along the floor) -Hockey (Invasion) We will be revisiting many of the same principles as the team invasion games of netball and basketball from Autumn 2 but using our feet! Hockey flows nicely on from football as it is almost the same sport just played with the hands and sticks (tennis rackets lower down to make it easier!). It has exactly the same principles however - a team invasion sport - and scoring into goals!		Montagu Hand-Eye Co-ordination Hitting (airborne) - Cricket Athletics Cricket follows hockey as the principles to start with are hitting a moving ball along the ground (Again, initially with tennis rackets to make it easier). It develops into more of an 'airborne striking sport' but hitting along the ground is the starting point. Athletics follows on from cricket as both sports feature running and throwing particularly. It is also the appropriate time to deliver athletics in the build up to Sports day.	

	principles but with a ball in hands – this can be done easily in EYFS too! Again, with regard to basketball and netball, EYFS and KS 1 will be doing more 'General Hand-Eye Co-ordination' but the skills will contribute to the foundations of the 2 sports. Basketball and netball follow nicely on from rugby. Very similar principles – hand-eye invasion team game (attack v defence) Basketball and netball transfer very smoothly to each other with many of the same principles – same passes, movement into space and shooting.		
1	Montagu Term 1- Balanceability Term 2- Gymnastics - compose, perform, appreciate - sequence, balance, travel, jump, roll	Montagu Term 3- Attack, Defend, Shoot Term 4- Dance - co-operation within team sports - attacking and defending - compose, perform, appreciate	Montagu Term 5- Run, Jump, Throw Term 6- Hit, Catch, Run - running, jumping, throwing - balance, agility and co-ordination
2	Montagu Term 1- Attack, Defend, Shoot Term 2- Gymnastics - attacking and defending - sequence, balance, travel, jump, roll	Montagu Term 3- Send and Return Term 4- Dance - co-operation within team sports - throwing and catching - running and jumping - attacking and defending - compose, perform, appreciate	Montagu Term 5- OAA Term 6- Hit, Catch, Run and Swimming - throwing and catching - balance, agility and co-ordination
Justification- Strong focus on development of fundamental movement skills. Improve confidence and competence across all areas. Introductions to competitive team games. Perform simple movement patterns. Activities selected based upon time of year and extra-curricular opportunities. Balanceability at the start of Y1- focus on learning to ride a bike. EYFS- summer term. End of year celebration.			
3	Montagu Term 1- Gymnastics Term 2- Netball - sequence, balance, travel, jump, roll - develop flexibility, strength, technique, control. - evaluate - competitive team collaboration - throwing and catching - running and jumping - attacking and defending - play fairly and evaluate	Montagu Term 3- Handball Term 4- OAA - competitive team collaboration - throwing and catching - running and jumping - attacking and defending - play fairly and evaluate - observe, communicate, problem solve	Montagu Term 5- Cricket Term 6- Athletics and Swimming - throwing and catching - running and jumping - adhere to basic rules
4	Montagu Term 1- Hockey Term 2- Gymnastics - sequence, balance, travel, jump, roll - develop flexibility, strength, technique, control. - evaluate - sending and receiving - attacking and defending - play fairly and evaluate	Montagu Term 3- Dance Term 4- Football - compose, perform, appreciate - sequence, balance, travel, jump, roll - develop flexibility, strength, technique, control. - evaluate - attacking and defending - evaluate	Montagu Term 5- Cricket Term 6- Athletics and Swimming - running, jumping, throwing - striking - explore different shots - positioning
5	Montagu Term 1- Gymnastics Term 2- Dance - compose, perform, appreciate - sequence, balance, travel, jump, roll	Montagu Term 3- Handball Term 4- OAA sequence, balance, travel, jump, roll	Montagu Term 5- Rounders Term 6- Athletics and Swimming - competitive team collaboration - throwing and catching - running and jumping



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	• develop flexibility, strength, technique, control. • evaluate • use specific skills • understand positioning • use a range of passes	• develop flexibility, strength, technique, control. • evaluate • observe, communicate, problem solve	• play fairly and evaluate • tactics for maximum team effectiveness • points scoring and leadership
6	Montagu Term 1- Hockey Term 2- Gymnastics • develop flexibility, strength, technique, control, balance • evaluate • set realistic targets • leadership demonstrating safety • strategy and tactics	Term 3- Tag Rugby Term 4- Netball • competitive team collaboration • throwing and catching • running and jumping • attacking and defending • play fairly and evaluate • tactics for maximum team effectiveness • points scoring and leadership	Term 5- Swimming (HH), Rounders Term 6- Athletics • WHAT, WHERE, WHO, HOW • throwing and catching • running and jumping • play fairly and evaluate • full scoring systems
Justification- Build upon all skills taught in KS1 but now begin to link skills and movements across a range of activities. Children develop communication and collaboration skills. They can play fairly and show an awareness of safety. A strong awareness of evaluation and leadership. Swimming as per NC14 guidelines.			

Updated June 2025- Cross referenced with National Curriculum 2014 and Progression of Skills Map

The Curriculum Overview Map allows for children to constantly build on previous learning through the transfer of skills across many different sports. Mastery of body management and fundamentals, underpins the whole of our PE delivery and once this has been achieved, it allows for children to make rapid and sustained progress through the introduction of team games and further skill development.

Physical Education Progression of skills

The Skills Progression documents interrogate the skills, knowledge and techniques required in each phase, considering age appropriate development, and ensures progression is enabled through careful and informed planning.

Physical Education skills and coverage Lower Key Stage 2	Suggested Sports/Activities						
	Athletics	Football	Hockey	Racquet Sports	OAA	Dance	Gymnastics
Gather information from:							
Games							
✓ Work well as a team		✓	✓	✓	✓		
✓ Practice skills in isolation such as throwing and catching	✓	✓	✓	✓			
✓ Practice skills such as running and jumping	✓	✓	✓	✓			
✓ Apply basic principles of attacking and defending		✓	✓	✓			
✓ Understand the concept of fair play	✓	✓	✓	✓	✓	✓	✓
Athletics							
➤ Running							
- Run smoothly at different speeds selecting an appropriate speed for a certain distance - Watch and describe aspects of running - Recognise and describe how the body works as it is challenged over different distances - Carry out stretching and warm up							
➤ Jumping							
- Perform combinations of jumps with control and consistency - Choose different styles of jumping - Watch and describe specific aspects of jumping e.g. what the arms are doing. - Set realistic distances for jumping for height and for distance							
➤ Throwing							
- Explore different types of throw. E.g. pulling, pushing, slinging (to prepare for javelin, shot and discus) - Throw with greater control consistently hitting a target - Watch and describe specific aspects of throwing e.g. what the legs are doing. - Set realistic targets of how far you are able to throw depending on what you are throwing.							

Physical Education Progression of Vocabulary

Vocabulary, at an age appropriate level, is paramount to the children's understanding and ability to articulate their intent and enable questioning. It is, therefore, a key consideration in Physical Education planning. Key subject vocabulary is introduced at the appropriate time, building on prior knowledge. Below is a minimum requirement for children in each phase. The sport specific vocabulary is taken from the knowledge organisers supplied by The PE Hub (below).

	Physical Education
EYFS/KS1	Balance, control, speed, attacking, defending, movement, competition, compete, technique, strength, athlete, exercise, stretch, warm up, cool down, muscles, heartrate, sprint, jog, healthy, diet, active, direction, skill, co-ordination, travel, sequence, perform, apparatus, equipment.
LKS2	Agility, flexibility, opponents, pace, reaction, stamina, formation, rhythm, tactics.
UKS2	Body composition, endurance.

Knowledge Organiser: Year 3 Gymnastics Unit 1

Prior Learning: Developed body management. Used core strength to link elements. Attempted to use rhythm while performing a sequence.

Unit Focus: Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas.

Equipment needed: Mats, hoops, cones, wall bars, bean bags, low apparatus, ropes, action cards.



Key Vocabulary/Skills

Contrasting shapes.	Fluency, contrasting, unison, low, combinations, full turn, half- turn, flexibility, compositional ideas, healthy active lifestyle.
Body control when rolling.	
Jumps.	
Partner unison.	
Patterns.	

Key Questions:

1. How do you perform a sequence in unison?
2. How can you adapt a sequence to include contrasting shapes?
3. Where are you showing strength in your sequence?

Concepts:

Unison is the simultaneous performance by two or more people to complete a gymnastics action such as a roll at the same time or hold a balance.

Head: Identify similarities and differences in sequences.

Hand: Perform sequences with contrasting actions.

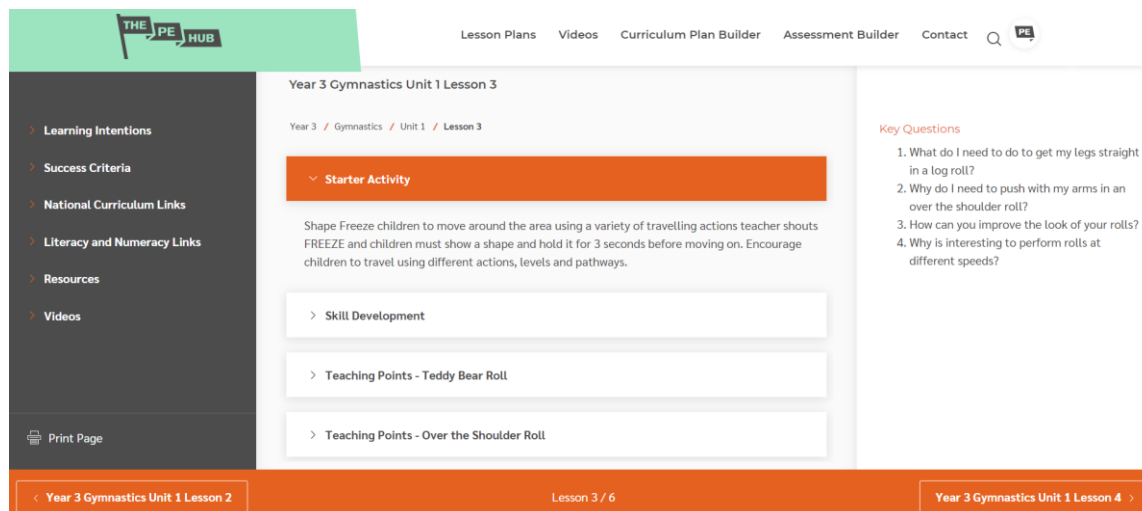
Heart: Explain why strength and flexibility important in maintaining a healthy active lifestyle.





Planning

These are the online documents that are used to plan lessons in Physical Education.



The PE Hub was carefully selected as a scheme of work as it provides a wealth of planning and teaching resources. Teachers are able to clearly see the progression of skills and knowledge within lessons in a unit and can see the route of learning. Teachers are able to access printable resources and able to view teaching videos for specific skills that also supports all types of learners. Being able to print off lesson plans and follow carefully designed lessons mean teachers are able to teach to a high standard whilst reducing teacher workload.

Support for additional needs in Physical Education

We recognise that some pupils may require support in particular lessons or tasks. Support is planned mindfully and tailored to the needs of each pupil. Teachers are flexible in their approach to planning support and intervention and recognise that specific SENDs do not necessarily need support across the entirety of the curriculum.

Typical support in place within Physical Education includes: deliberate talk partner choices and grouping arrangements, targeted questioning, oracy and reading opportunities for those requiring it, availability of differentiated high quality equipment and wider resources, pre-teaching of key vocabulary and concepts and physical support from adults and peers. We have a targeted 'least active list' that we use to support children within their journey to becoming healthy and active. Our School Games provider (Move More) arrange many SEND events that we engage in fully including: bowling, archery and Panathalon.

Where children are withdrawn from Physical Education for interventions within other subjects, we endeavour for them to be removed from different areas of the curriculum each time so they continue to receive their broad and balanced curriculum.

Children requiring a number of interventions join a group called a 'high needs' group – these children have all been interviewed to understand which subjects their favourite subjects are and they're not taken out of these wherever possible. These are often subjects such as Physical Education where they feel they have a relative strength and so this subject can be used to develop their learner confidence in other areas of the curriculum.



Planning to challenge in Physical Education

As a school, we have developed a working descriptor for Greater Depth learning which is used across the curriculum. Through teaching for mastery, all children are exposed to opportunities for greater depth thinking. A child who is learning at Greater Depth can consistently:

- Apply their learning to different contexts, identifying relationships within the subject and between other areas of the curriculum.
- Work independently, showing resilience.
- Apply their skills and knowledge consistently and fluently.
- Explain and reason using accurate vocabulary.
- Show curiosity and take responsibility for deepening their own learning by asking questions.
- Teach others what they have learnt in a sensitive and thoughtful way to enable them to learn too.

We recognise that a child will often show a particular gift or talent in specific subjects rather than across the whole curriculum and therefore in Physical Education we are specifically looking for children who do this within the knowledge, skills and understanding in Physical Education. It may be that a Greater Depth child receives support in other areas of the curriculum, for example and therefore in this subject can show greater confidence and will not require support.

Because we teach using the teaching for mastery approach, we expect all pupils to meet the lesson objective to a greater or lesser extent (some will require support to do this), with all children being exposed to aspects of greater depth learning and some children able to prove they've learnt at greater depth about a specific objective too.

How are staff skilled to teach in Physical Education

Whole staff training takes account of training in curriculum drivers such as metacognition, retrieval, growth mindset, vocabulary building, oracy, reading, teaching for mastery and how to support and challenge.

Training specific to Physical Education tends to be offered in response to staff needs and is based upon staff audits. It is delivered in groups or 1:1. Subject leadership time is given for this to take place. In order for Physical Education to continuously improve, every teacher receives 15 hours of CPD from Montagu Academy per year. Teachers observe a lesson and then reteach this very same lesson. This ensures the CPD is meaningful and allows children and staff to build on their retrieval skills. As part of our Move More membership we are entitled to 24 hours of CPD throughout the year and this is allocated according to staff audits. This enables four of our teachers to have six hours of additional CPD based on their perceived weaknesses. Cheltenham Town FC also offer a six-week programme that supports the delivery of football for two of our teachers each year. Gloucestershire Cricket Club are also working within our school over the Summer delivering cricket coaching alongside our teachers to develop their knowledge specifically of Cricket skills.

Physical Education staff meeting time has been allocated and this is a chance for the subject leader to share their passion with others to inspire the staff team in Physical Education.



Impact

Statement of Intended Impact and Monitoring of this:

As a school, we continuously reflect on the impact that our Physical Education curriculum has on our whole school community, in helping our children to know more and remember more as well as preparing them to be the best they can be as righteous global citizens.

To assess how a child's journey to becoming a healthy and active individual is progressing, we use a range of assessment methods to ensure the intended curriculum and the way it is implemented at St Gregory's is having an impact on their journey.

Our vision for Physical Education is that each and every child sees themselves as healthy and active. To do this, we use our progression documents which consider what knowledge, skills, vocabulary and understanding a child should have at assessment points throughout their St Gregory's journey to becoming a healthy and active individual. For Physical Education, these formal assessment points are twice a year.

To reflect on the impact that the Physical Education curriculum is having on each child, we use both qualitative and quantitative means including:

- Teachers evaluate children's knowledge, understanding and learning characteristics through a range of informal and formal means. This informs the further implementation of the curriculum. Foundation subjects are formally assessed twice a year against broad threads from the National Curriculum. These are input into our in house tracker as a broad judgement against the assessment points on the progression documents. This is detailed further in our [assessment, recording, reporting and tracking \(ARRT\) policy](#) and uses observations of practice, work in books, pupil conversations, low stakes testing to make judgements. These judgements are moderated twice a year across the year group during PPA time before data is locked for analysis. Subject leaders are available to support with this and cross phase moderation takes place upon request of the subject leader when analysis has been undertaken and if the need requires it.
- Alongside an independent specialist, we are developing our own assessment sports app that we aim to begin using as a detailed tracking tool that will support judgements as children move through the school. All areas of the app are linked directly to National Curriculum objectives and children will be able to access personal best challenges assigned to them at home.
- Data in its widest sense forms the strategic direction of each subject. This is detailed in our [subject leader guidance](#) booklet. It helps us to identify areas of strength and areas for development within our subject curriculum and wider curriculum so that CPD can be put in place, support can be structured and gaps can be identified. This also allows for us to identify whether there are particular groups of pupils who have similar strengths and areas for development so that whole school practice can be altered in response to emerging trends and ensure that our curriculum offer continually meets the needs of our pupils.
- We strive for every child to see themselves as a sportspeople and be able to talk about the skills and knowledge they have that would help them in that role both now and in the



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future. They can make links with their learning both within the Physical Education curriculum and across the wider curriculum.

- Children are self-regulated learners who can talk about their strengths and weaknesses, and can motivate themselves to engage, and improve, their learning by using tools such as the learning pit, self and peer assessments, metacognition strategies. All of these help them to apply their learning both now and in their future lives to satisfy the ambitions that they have for themselves.
- Children are righteous citizens who have high ambitions for themselves, are economically active and give to society in a variety of ways. They value the gifts and talents that everyone brings to the diverse local and global community in which they live. They recognise ways that they can challenge social injustice and are empowered to do this both now and in the future.

Subject leader time is allocated to allow for this monitoring of impact to take place throughout the year. The school leadership team receive headlines and triangulate this with their own monitoring. Members of the governing board attend Key Area Team meetings to understand the implementation and impact of each subject within their KAT and annual formal monitoring by the Curriculum Committee takes place through a report and consequent pupil conferencing to triangulate the information they have received. This allows for the testing of impact and support and challenge about Physical Education at many levels.