

PE Curriculum Overview

Intent

At Nanstallon Primary School, Physical Education is a vital part of our curriculum and school ethos.

We aim to develop a fun, high quality PE curriculum that inspires all pupils to succeed and excel in physical activity and sport.

Pupils are supported to become physically confident, understand the importance of healthy lifestyles, and develop the resilience to persevere when learning feels challenging.

Our PE curriculum is built around three Big Ideas:

1. Challenge
I am physically active and challenge myself to be the best I can be.
2. Collaboration
I am a team player and I understand the values of fairness and respect.
3. Performance
I am confident in a range of physical activities and can evaluate my performance in order to improve.

Implementation

Curriculum structure and sequence

PE is taught through progressive strands so pupils revisit and build on skills over time. The curriculum includes:

- Games (invasion, striking and fielding, net and wall)
- Gymnastics
- Dance
- Athletics
- Swimming

Within each strand, learning is organised through consistent domains of progression:

- Acquiring and developing skills
- Selecting and applying skills
- Evaluating and improving performance
- Knowledge and understanding of fitness and health

Vocabulary is explicitly developed from EYFS to Year 6, enabling pupils to talk about movement, tactics, performance and improvement with increasing precision.

Mixed age organisation and two-year cycle

Because classes are mixed age, PE is planned through a two-year rolling programme so pupils experience breadth without unnecessary repetition and revisit strands with increasing challenge.

Cycle A and Cycle B cover the same strands but use different activities, contexts and performance tasks to deepen learning over time.

Curriculum enhancement and specialist provision

To strengthen subject expertise, ensure high quality facilities, and widen experiences, pupils access specialist blocks alongside in school PE:

Gymnastics

Pupils attend Cornwall Gymnastics Centre for a 6-week block to develop core gymnastics actions, apparatus confidence, and safe, precise technique, which is then revisited and applied back in school.

Swimming

Pupils attend GLL Dragon Leisure Centre in Bodmin for a 6-week block of swimming instruction, developing water confidence, stroke technique, and survival skills, with progress built through revisiting and application across the school journey.

Tennis

Pupils in Years 3 to 6 complete an annual 6-week tennis block to strengthen net and wall skills, racket control, rallying, and game understanding, supporting progression within the wider games strand.

Pedagogy

Teaching prioritises active participation and improvement through

- clear demonstration and modelling
- structured practice with feedback and repetition
- small sided and conditioned games to develop tactics and decision making
- partner and group work to build teamwork, communication and leadership
- planned opportunities for pupils to evaluate performance and set targets
- use of video and photographs to support feedback and self-evaluation

Competition is used purposefully to build confidence, resilience and positive sportsmanship, with clear expectations for respect, fairness and inclusion.

Inclusion

PE is for every child. Lessons are adapted so all pupils, including those with SEND and pupils who are less confident, can access success and make progress. This includes:

- step by step skill development and careful task design
- adapted equipment, space and rules to remove barriers
- adult support and structured peer support
- alternative roles within games and performance contexts such as officiating, coaching and leadership
- explicit teaching of cooperation, fairness and respectful behaviour

Assessment

Assessment in PE focuses on improvement over time and pupils' ability to apply skills in authentic contexts.

Teachers assess through:

- observation of technique, control and fluency
- pupil talk and reflection using consistent assessment questions
- performance review, target setting and response to feedback
- evidence from photos and videos to support evaluation and improvement

Progression of skills and knowledge

Progression is mapped from Foundation to Year 6 across each strand, with pupils developing increasing control, fluency, tactical awareness, expressive quality, and evaluative skill.

Health and fitness knowledge is developed throughout, including warming up and cooling down, the effects of exercise on the body, and the link between physical activity, health and wellbeing.

Impact

By the end of Year 6, pupils leave Nanstallon as increasingly confident, competent and motivated participants in physical activity.

Pupils demonstrate:

- positive attitudes to challenge and perseverance and a willingness to practise and refine skills

- teamwork, fairness, respect and inclusive behaviours in games, practice and competitive contexts
- the ability to evaluate performance and use feedback to improve
- growing understanding of the relationship between physical activity, fitness, health and wellbeing, including sustaining moderate to vigorous activity
- emotional awareness in competition, including selecting coping strategies