

Physical Education

Extended Curriculum Overview 2026-27

At Cleaswell Hill, the Physical Education experiences pupils encounter are determined by secure prior learning, physical competence and current working level rather than chronological age. Pupils may therefore access curriculum content associated with different key stages at different ages. Individual starting points determine the level of cognitive demand, communication, physical adaptation, support and independence through which pupils access those experiences. The curriculum remains age-respectful while systematically building the knowledge pupils need to become competent, confident and healthy participants in physical activity and sport.

Intent

Our Physical Education curriculum is ambitious, inclusive and designed to physically educate every pupil. Pupils develop motor competence; knowledge of rules, strategies and tactics; and the knowledge needed for safe, healthy participation. They learn both declarative knowledge - knowing what - and procedural knowledge - knowing how - so that increasingly efficient movement is also intelligent, purposeful and transferable within the activities taught.

Adaptation removes barriers without reducing ambition. Equipment, space, rules, communication and adult support are adjusted where required, while the intended PE learning remains clear. PE is distinct from general physical activity or therapy: therapeutic programmes, enrichment, clubs and external coaching complement the taught curriculum but do not replace carefully sequenced PE learning.

Implementation

A three-year ability-related spine sets out the experiences taught to pupils working within the KS1 and KS2 PE curriculum. Pupils move through the progression according to what they securely know and can do rather than their chronological age. Those working beyond KS2 build and embed more specialised techniques, tactics, performance analysis and healthy participation through KS3/KS4 content; at the Appleby Centre, GCSE PE is available where appropriate.

Extended Pathway pupils typically access two timetabled PE lessons each week, with Appleby pupils accessing one core PE lesson alongside any qualification route. Teaching uses explicit instruction, precise modelling, guided practice, purposeful repetition and feedback. Fundamental movement knowledge is secured before additional complexity is introduced; competition is positioned when pupils have the prerequisite competence to participate meaningfully. Skills and vocabulary are deliberately revisited in increasingly demanding, activity-specific contexts.

Impact

Pupils know more, can do more and participate with increasing confidence and independence from their individual starting points. They improve the quality and control of movement, apply rules and tactics more intelligently, understand how to participate safely and healthily, and use feedback to improve performance. Over time, pupils are increasingly able to participate in school sport, community facilities and lifelong physical activity, with progress evidenced through the PE tracker, practical assessment, pupil reflection and, where appropriate, accredited outcomes.

What pupils learn

PE develops connected declarative knowledge (what pupils know) and procedural knowledge (what pupils can do). These are taught together through activity-specific contexts so that pupils do not simply take part, but understand how and why to participate successfully.

PE knowledge - what pupils know	Physical practice - what pupils learn to do
Motor competence: the component parts of effective locomotor, stability and manipulation	Execute, link, refine and adapt movements such as running, jumping, balancing, throwing, catching,

movements; body position, balance, coordination, timing and activity-specific technique.	kicking and striking with increasing control, fluency and independence.
Rules, strategies and tactics: boundaries, scoring, roles, conventions, positioning, space, attacking and defending, and activity-specific strategies for success.	Follow rules, make decisions, move into effective positions, select techniques, cooperate with others and apply increasingly appropriate tactics in games, OAA and competitive activity.
Healthy participation: safe preparation and participation, warm-up and cool-down, how exercise affects the body, fitness demands, effort, recovery and opportunities to be active beyond school.	Participate safely, manage effort, sustain activity, improve fitness and make increasingly informed choices about personal physical activity, community facilities and healthy active lifestyles.
Performance, vocabulary and improvement: precise PE terminology, success criteria, personal best, feedback and the features of effective performance.	Communicate about performance, compare attempts, use feedback, self- and peer-assess when appropriately taught, set personal goals and refine performance over time.

Ability-related curriculum experiences: three-year thematic spine

The PE stage a pupil accesses is determined by secure prerequisite knowledge, motor competence and current working level, not chronological age. The three-year spine below gives repeated breadth while allowing enough time to practise and deepen learning. Presentation, equipment and contexts remain age-respectful, and pupils move to more complex content when the foundations for success are secure.

Stage 1 - Themes and experiences for pupils working within the Key Stage 1 PE curriculum			
Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn	Moving safely and playing games; ball skills - rolling, kicking, throwing and catching	Moving My Body; target games and basic ball control	Moving with control and purpose; racquet games
Spring	Simple team games and rules; balancing, rolling and travelling	Simple team games and rules; control and coordination	Developing team games; balancing and body shapes
Summer	Movement to music and fitness games; running, jumping and throwing; outdoor adventures	Dance and rhythm; mini-games, gymnastics basics and outdoor adventure	Journeys and stories in movement; athletics and personal best

Stage 2 - Themes and experiences for pupils working within the Key Stage 2 PE curriculum			
Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn	Net and wall games; invasion games; throwing and catching	Net and wall games; invasion games; throwing and catching with greater control and decision-making	Fundamental skills and net/wall games; invasion games; throwing and catching
Spring	Outdoor and adventurous activity; racket sports; circuits/fitness to music; gymnastics and movement	Outdoor and adventurous activity; racket sports; agility, balance and fitness; gymnastics sequences	Outdoor and adventurous activity; racket sports; fitness and conditioning; core movement skills
Summer	Striking and fielding; team games; athletics and personal challenge	Striking and fielding; team games; athletics, personal best and competition	Striking and fielding; team games; athletics; competitive games and mini-tournaments

Stage 3 - Development for pupils working within the Key Stage 3 PE curriculum			
Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn	Invasion games: refined technique, tactics and strategies in direct competition	Net/wall and racket sports: technique, positioning, anticipation and tactics	Applied games: tactics, roles, rules, scoring and officiating

Spring	Fitness and conditioning; gymnastics/movement; understanding effective performance	Outdoor and adventurous activity: teamwork, navigation, challenge and problem-solving	Movement/dance and fitness: technique, sequencing, performance analysis and improvement
Summer	Athletics: technique, personal best and competition; community sport links	Striking and fielding: tactical application, teamwork and competition	Competitive sport, personal performance and confidence to participate beyond school

Stage 4 – Development for pupils working within the Key Stage 3 PE curriculum

Term	2026 - 2027	2027 - 2028	2028 - 2029
Autumn	Core PE: sport-specific technique, rules and tactics; GCSE PE where appropriate	Core PE: sport-specific technique, rules and tactics; GCSE PE where appropriate	Core PE: sport-specific technique, rules and tactics; GCSE PE where appropriate
Spring	Fitness, training, healthy participation and use of local facilities; performance improvement	Fitness, training, healthy participation and use of local facilities; performance improvement	Fitness, training, healthy participation and use of local facilities; performance improvement
Summer	Performance analysis, competition, recreational sport and transition to lifelong activity	Performance analysis, competition, recreational sport and transition to lifelong activity	Performance analysis, competition, recreational sport and transition to lifelong activity

Progression in PE: building competence from individual starting points

Progression is not tied to chronological age or a fixed pathway position. It shows how PE knowledge can build from a pupil's individual starting point through increasingly secure movement, more intelligent application, greater understanding of healthy participation and increased independence. A pupil may be at different points in different activities. Teaching therefore secures prerequisite knowledge, provides sufficient practice and moves pupils on when performance is increasingly consistent rather than simply because a unit has ended.

Motor competence - Progression moves from purposeful movement and basic control towards fluent, efficient and activity-specific technique.						
Skill thread	Explore & respond	Choose & communicate	Follow & apply	Explain, connect & reason	Apply, refine & generalise	Assessment Framework anchor(s)
Locomotor movement	Respond to opportunities to travel, stop, start or change direction with support.	Choose or copy a familiar way of moving; move between two points with increasing purpose.	Run, jump, hop, skip and travel with growing control and apply these in simple activities.	Adjust speed, direction, pathway and technique to meet the demands of an activity; link movements with control.	Select and refine locomotor techniques efficiently in increasingly complex, competitive and unfamiliar contexts.	Prerequisite indicator: moves purposefully and responds to simple movement cues. KS1: Has mastered basic movements including running and jumping. KS2: Can use running and jumping in isolation and in combination.
Stability, balance & body control	Experience supported changes of body position, balance and weight bearing.	Hold a simple balance or choose a body shape with support.	Use balance, agility and coordination in familiar activities; link simple balances and movements.	Control body position through more complex sequences, changes of level, direction and apparatus.	Refine balance, flexibility, strength, technique and control to improve quality and adapt to activity demands.	Prerequisite indicator: tolerates and participates in supported changes of position. KS1: Develops balance, agility and coordination. KS2: Can develop flexibility, strength, technique, control and balance.
Object control - send, receive & strike	Explore rolling, pushing, receiving or striking different objects with adapted support.	Choose a simple way to send or receive an object and repeat it purposefully.	Throw, catch, kick, roll or strike with growing control and accuracy in simple practices and games.	Select an appropriate technique, vary force/direction and combine object-control skills in context.	Refine technique for accuracy, consistency, power and placement, adapting to opponents, equipment and space.	Prerequisite indicator: manipulates objects purposefully. KS1: Has mastered basic movements including throwing and catching. KS2: Can use throwing and catching in isolation and in combination.

Coordination, sequencing & technique	Copy or respond to a single movement or repeated action.	Combine two familiar actions or follow a short movement pattern.	Link movements into simple sequences and repeat a taught technique with growing consistency.	Coordinate multi-step actions fluently; explain key technique points and make deliberate adjustments.	Apply secure movement patterns across demanding contexts while retaining control, timing and efficiency.	KS1: Performs movement patterns with control and confidence. KS2: Can perform dances using a range of movement patterns and improve technique/control.
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Rules, strategies and tactics - Progression moves from following simple conventions towards intelligent, context-specific decision-making in games and physical activities.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Explain, connect & reason	Apply, refine & generalise	Assessment Framework anchor(s)
Rules, boundaries & scoring	Respond to a start/stop cue, boundary or simple turn-taking routine.	Follow one familiar rule with support and recognise a simple score or outcome.	Follow basic rules and scoring conventions within small-sided games and activities.	Apply rules accurately, explain their purpose and adapt to modified conditions or roles.	Use rules fluently, officiate or support others, and recognise how rule changes alter the demands of play.	KS1: Can participate in team games, developing simple tactics for attacking and defending. KS2: Can play competitive games, modified where appropriate, and apply basic principles.
Space, positioning & movement	Move within a shared space with support and respond to personal-space cues.	Choose or move towards an identified space, target or partner.	Move into space to receive, support or defend in simple games.	Use width, depth, marking, support and positioning to create or reduce space.	Anticipate movement and adapt positioning strategically in response to opponents, teammates and changing play.	KS1: Participates in team games and develops simple tactics. KS2: Applies basic principles suitable for attacking and defending.
Attack & defend	Experience simple chasing, target or possession activities.	Choose whether to move towards a target, protect an area or pass to a partner.	Apply a simple attacking or defending principle with support.	Combine movement and technique to maintain possession, create chances, mark space/players or regain possession.	Select and adapt attacking and defending strategies according to the activity, opponent and score/context.	KS1: Can participate in team games, developing simple tactics for attacking and defending. KS2: Can play competitive games and apply basic principles suitable for attacking and defending.
Decision-making & technique selection	Respond to a simple choice between two actions.	Choose a familiar technique for a clearly defined task.	Select an appropriate skill in a structured practice or simple game.	Explain why a technique or tactic is appropriate and adjust decisions as conditions change.	Make timely, increasingly independent decisions under pressure and justify tactical choices using activity-specific knowledge.	KS2: Uses skills in different ways and in combination; applies basic principles in competitive games.

Team roles, communication & cooperation	Participate alongside another pupil within a shared physical activity.	Take turns, share equipment and respond to a partner or adult cue.	Work cooperatively in a pair/team and communicate simple information linked to the activity.	Take purposeful roles, communicate tactics and contribute to team problem-solving or OAA challenges.	Lead, organise or adapt roles to improve collective performance while maintaining fair and inclusive participation.	KS2: Can take part in outdoor and adventurous activity challenges both individually and within a team.
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Healthy participation - Progression moves from supported safe participation towards informed, increasingly independent choices about fitness, wellbeing and lifelong physical activity.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Explain, connect & reason	Apply, refine & generalise	Assessment Framework anchor(s)
Safe participation & self-management	Respond to familiar safety routines, equipment and boundaries with support.	Choose safe equipment/space from supported options and follow a simple safety instruction.	Prepare for and participate safely in familiar activities, following taught routines.	Explain key risks, use equipment responsibly and adjust participation to remain safe and effective.	Independently manage preparation, equipment, risk and recovery in increasingly varied physical contexts.	KS2: Can take part in outdoor and adventurous activity challenges individually and within a team. Swimming: Can perform safe self-rescue in different water-based situations.
Body responses, warm-up & recovery	Notice simple body changes during or after movement, such as breathing or warmth.	Communicate a basic body response or choose an appropriate rest/drink cue.	Take part in simple pulse-raising, mobility and cool-down routines and recognise that exercise changes the body.	Explain how intensity, duration, warm-up, cool-down and recovery influence safe and effective participation.	Apply knowledge of body responses and recovery to plan, monitor and adjust personal activity.	
Fitness, stamina & personal effort	Engage in short periods of purposeful activity with support.	Sustain a familiar activity for longer or choose a personal challenge.	Maintain effort in circuits, games or movement and recognise a simple personal best.	Relate pacing, strength, stamina, flexibility or power to performance and use this to improve.	Set appropriate fitness goals, monitor progress and adapt effort/training choices to the demands of different activities.	KS2: Can compare performances with previous ones and demonstrate improvement to achieve a personal best.
Active lifestyle & community participation	Show enjoyment or preference for particular physical activities.	Choose between familiar physical activities and communicate what they enjoy.	Recognise that regular activity supports health and take part in school/community physical opportunities.	Identify local facilities, clubs or activities and explain how they can support physical and mental wellbeing.	Make informed choices about sustainable lifelong activity and access community opportunities with increasing independence.	

Performance, evaluation and independence - Progression moves from responding to models and feedback towards independent analysis, refinement and transfer of learning.

Skill thread	Explore & respond	Choose & communicate	Follow & apply	Explain, connect & reason	Apply, refine & generalise	Assessment Framework anchor(s)
Observe & imitate	Attend to a short demonstration or physical cue.	Copy a familiar action or choose which model to follow.	Use a clear demonstration and one or two success cues to reproduce a movement.	Identify key features of an effective model and use them to correct performance.	Analyse expert and peer models, selecting the most relevant features to refine technique or strategy.	
PE vocabulary & communication	Respond to familiar action words, symbols or cues.	Use or select simple words linked to movement, equipment or rules.	Use taught PE vocabulary to describe an action, rule, position or simple improvement.	Use increasingly precise activity-specific vocabulary to explain technique, tactics and healthy participation.	Communicate complex performance ideas accurately, adjusting language for teammates, leadership or evaluation.	
Compare & improve performance	Recognise success or a difference between two attempts with support.	Choose which attempt was more successful or identify one thing to change.	Compare performance with an earlier attempt and act on simple feedback.	Use success criteria, feedback and performance information to explain and make specific improvements.	Analyse patterns across performances, prioritise changes and independently refine technique, tactics or preparation.	KS2: Can compare performances with previous ones and demonstrate improvement to achieve a personal best.
Self-assessment & personal goals	Communicate enjoyment, effort or a simple preference.	Choose a simple target from supported options.	Identify one strength and one next step using clear success criteria.	Set a realistic personal target and monitor progress across practice.	Evaluate performance against increasingly detailed criteria and set challenging, evidence-informed goals.	
Peer feedback & collaboration	Attend to another pupil's performance or participate alongside them.	Offer a simple positive response or choose between two feedback options.	Give a specific comment linked to a taught success criterion with support.	Use accurate subject knowledge to give constructive feedback that another pupil can act on.	Evaluate peer/team performance sensitively and precisely, separating useful evidence from general opinion.	
Independence, transfer & leadership	Participate in a familiar routine with close support.	Complete a familiar physical task with reduced prompting.	Apply a taught movement, rule or routine independently in a familiar context.	Transfer prior knowledge to a related activity, take purposeful roles and solve activity-specific problems.	Independently select, organise, lead or adapt physical activity and apply prior learning in community, vocational or new sporting contexts.	KS2: Can take part in OAA challenges individually and within a team. KS3: Builds confidence to take part in competitive sport and activity beyond school; no KS3 Earwig statements supplied.

SMSC and Fundamental British Values through Physical Education

SMSC and Fundamental British Values are developed naturally through inclusive physical activity, fair competition, teamwork, personal challenge and participation in the wider sporting community. These aspects strengthen PE learning but do not replace its subject-specific focus on motor competence, rules, strategies and tactics, and healthy participation.

SMSC / FBV area	What Physical Education develops	Expected PE activities and applications
Spiritual	Enjoyment and fascination in what the body can do; reflection on personal achievement, challenge and improvement; confidence to express ideas through movement.	Reflect on personal bests and progress; experience movement, dance and outdoor activity; set individual challenges and recognise effort, success and growing competence.
Moral	Understanding fairness, honesty, safe conduct, consequences, sportsmanship and the responsibility to apply rules consistently.	Follow rules; discuss fair play; accept decisions; compete honestly; recognise unsafe behaviour; respond appropriately to winning, losing and challenge.
Social	Communication, cooperation, leadership, trust, shared responsibility and resolving difficulties in physically active contexts.	Work in pairs and teams; take different roles; cooperate in OAA; communicate tactics; lead warm-ups or activities when appropriate; support teammates.
Cultural	Knowledge and appreciation of sporting, movement and physical-activity traditions within Britain and the wider world, including inclusive and adapted sport.	Experience a broad range of sports and activities; engage with community clubs, external coaches and sporting events; explore different movement traditions and ways people participate.
Democracy	Shared decision-making, listening to others, participation, leadership and understanding that teams and groups can agree how activities are organised.	Contribute to team decisions; negotiate roles; select activities or tactics from appropriate options; take part in pupil voice around clubs, events and physical opportunities.
Rule of Law	Understanding why rules, boundaries and safety procedures exist and the importance of applying them consistently.	Learn and follow game rules; respect officials and decisions; use equipment safely; understand boundaries, scoring systems and consequences for unsafe or unfair play.
Individual Liberty	Making informed choices about participation, personal goals, healthy lifestyles and preferred physical activities while recognising personal safety and responsibility.	Choose personal challenges; set targets; communicate preferences; access adapted activities; make informed choices about exercise, clubs and use of community facilities.
Mutual Respect & Tolerance	Respectful participation with people of different abilities, backgrounds and levels of competence; valuing inclusion and appropriate adaptation.	Compete and cooperate respectfully; celebrate others' success; use inclusive rules/equipment; take turns; challenge exclusion; recognise that different pupils may access the same learning in different ways.

Preparation for Adulthood through Physical Education

Physical Education supports Preparation for Adulthood through healthy lifestyle knowledge, self-management, teamwork, communication, community participation and increasingly independent access to sport and physical activity. These links are strongest when the PE learning remains explicit and pupils apply it in authentic leisure, community or vocational contexts.

PfA outcome	What Physical Education develops	Expected PE activities and applications
Employment	Teamwork, communication, reliability, leadership, following instructions, problem-solving, safe working and confidence in active or people-facing environments. PE also introduces pupils to sport, leisure, education and health-related roles.	Take purposeful roles in teams, events and leadership activities; organise equipment or simple activities; engage with coaches and community providers. Careers links include sports coaching assistant, activity leader, sports event assistant, holiday camp assistant, physiotherapy assistant, PE teaching assistant and playground supervisor.
Independent living	Self-management, organisation, personal safety, confidence to access facilities and the ability to make choices about leisure, exercise and routines that support independence.	Prepare appropriate clothing/equipment; follow facility routines; travel to and use local leisure centres, gyms and community spaces with increasing independence; plan personal physical activity and manage belongings safely.
Health	Knowledge of regular exercise, fitness, recovery, body responses, physical and mental wellbeing, personal hygiene and choices that support a healthy active lifestyle.	Monitor effort and personal bests; use warm-up/cool-down routines; compare activity options; identify and access local exercise facilities; contribute to a realistic weekly balance of exercise, rest and healthy living.
Community inclusion	Confidence, communication and social participation through clubs, teams, competitions, leisure facilities and inclusive community activity.	Represent the school in sporting events where appropriate; use local facilities; take part in clubs, community sport, outdoor activity and Duke of Edinburgh opportunities; identify sustainable leisure interests for life beyond school.

Progression: Key Stage 4 to Key Stage 5

From Key Stage 4 onwards, pupils continue to develop physical competence, tactical understanding, knowledge of healthy participation and independence at a level matched to their individual starting point, interests and intended destination. Progress is recognised through the school's PE curriculum and linked assessment, supported by practical performance, personal bests, pupil reflection and participation across school and community contexts.

Where external accreditation is appropriate, the qualification is selected because it reflects the pupil's attainment and supports their next stage rather than determining the curriculum.

Careers learning introduces pupils to further study, vocational and technical routes, apprenticeships, supported internships and employment linked to sport, physical activity, health and leisure. The supplied careers materials identify routes including sport and physical activity, sport and exercise science, sport and outdoor activities, fitness and personal training, sports coaching and development, alongside roles such as sports coach, activity leader, physiotherapy assistant and PE teaching assistant.

The qualification levels below therefore provide a progression guide. They do not imply that every level is currently offered as a PE qualification at Cleaswell Hill.

Progression point	Expected PE learning	Recognition / possible next step
Pre-Entry / Foundation	Participates in supported movement and physical activity; responds to safety, start/stop and space cues; explores equipment; develops early balance, coordination and control; begins to show preferences for particular activities.	Progress recognised through practical observation, PE tracker evidence, photographs/video where appropriate, communication responses and relevant PLIM or therapy evidence where directly linked to physical access. Foundation or personalised accreditation could be considered where appropriate.
Entry Level 1	Performs familiar fundamental movements with support; follows simple rules and routines; takes part in individual and group activities; uses familiar equipment safely; communicates simple preferences and begins to recognise that physical activity contributes to health.	Curriculum and PE tracker/Earwig-linked evidence. Entry Level 1 sport, physical activity or relevant vocational units could be considered where an appropriate qualification is available.
Entry Level 2	Uses running, jumping, throwing, catching, balance and coordination with increasing control; combines familiar movements; follows rules more consistently; applies simple attacking, defending or positioning ideas; begins to compare performance and identify simple improvements.	Practical performance, personal challenges, small-sided games, movement sequences and curriculum assessment. Entry Level 2 sport, physical activity or relevant vocational accreditation could support progression where appropriate.
Entry Level 3	Selects and applies movement skills with growing independence; uses simple tactics and strategies; participates safely in games, fitness, athletics, movement and outdoor activities; uses PE vocabulary to explain aspects of technique, performance and healthy participation; responds to feedback to improve.	Increasingly sustained practical evidence, pupil explanation and performance review. Entry Level 3 sport, physical activity or relevant vocational accreditation could be considered in relation to the pupil's next steps.

Level 1	Performs and combines skills with greater consistency and control; selects appropriate techniques and tactics for familiar activities; applies rules increasingly independently; analyses aspects of performance and makes purposeful improvements; understands how preparation, exercise and recovery support safe and healthy participation.	Level 1 vocational or technical sport/physical activity qualification where appropriate. GCSE grades 1–3 are Level 1 qualifications. Progression may also include further study, vocational learning, community sport and work-related experiences.
Level 2	Applies physical skills, techniques, tactics and strategies with increasing independence across more complex contexts; analyses performance and uses feedback purposefully; demonstrates secure knowledge of healthy participation; and, where following GCSE PE, develops the practical and theoretical knowledge required by the course.	GCSE grades 4–9 are Level 2 qualifications. Other Level 2 sport or physical activity routes may support progression where available and appropriate to the pupil's destination.
Post-16 / destination pathway	Builds on individual strengths, interests and preferred activities through increasingly independent participation, community leisure, fitness, leadership, volunteering, vocational experiences and preparation for further education, employment or an active adult life.	Personalised next-step planning through Preparation for Adulthood and careers guidance. Possible future routes identified in the careers materials include vocational/technical sport study, apprenticeships, supported internships and sport, leisure, coaching, fitness, health and community-based employment.

Personalised progression: pupils do not need to move through these levels at the same rate or in a fixed sequence. PE learning is matched to each pupil's physical competence, attainment, interests, independence, access needs, next steps and intended destination. Pupils who are not working towards an external qualification continue to make and evidence meaningful progress through increasingly secure motor competence, tactical understanding, healthy participation, performance analysis and independent engagement in physical activity.