



P.E at St Thomas's Primary School

Intent	At St Thomas we aim to inspire all children and for each child to fulfil their potential. We want the children's experience of PE to be positive and motivating and for children to develop a love of being active. At St Thomas we want PE to enable pupils to become physically confident. This supports their health, wellbeing and fitness and provides the foundations for lifelong activity. We want them to succeed and excel in competitive sport and physical activities. We offer all children chances to compete in sport and other activities. This helps them build character and learn British values such as fairness and respect, as well as our schools Christian values such as perseverance. At St Thomas we look to build the children's knowledge, skills and understanding and nurture confidence and competence in a range of activities.
Implement	We implement a P.E curriculum that is progressive throughout the school, starting from skills acquired in nursery all the way through to year 6. Each child receives 2 hours of PE a week with either PSC coaches or their class teachers. We use Get Set for P.E for high quality planning and sessions that cover a broad and full range of skills and activities. Children in key stage 2 attend swimming lessons at Grand Central. They learn to swim 10m (Year 3) and 25 metres (Year 5) competently and confidently in a range of strokes as well as water rescue. Children also have the chance to be active in a wide range of clubs. We teach in a way that children: - have fun, experience success and develop a positive attitude towards sport - can access the lessons whatever their level of ability - build and secure a range of skills develop on skills each year to master them - develop good sporting attitudes - perseverance, fairness - understand basic rules - experience positive competition - learn in a safe environment Our curriculum aims to ensure that all pupils develop their fundamental movement skills. They develop coordination, balance and agility. Pupils learn a range of P.E vocabulary that will allow them to access sport even once they have left St Thomas. They play a range of games and even have the opportunity to lead some games. Above all it is important that our curriculum is enjoyable to children and they develop a love of fitness and understand the importance of staying active on their physical and mental health.
Impact	All children receive a broad and balanced PE curriculum at St Thomas and develop the skills necessary to enjoy sport and fitness long after they leave our school. Every child will access all areas of our well rounded and thoughtful curriculum. The planning that teachers deliver is up to date with best practice and there is a clear progression of skills and knowledge. This ensures that all children access it at an age-appropriate level. We also hold daily opportunities for physical activity such as 'Smile for a Mile' playground games and brain breaks. P.E leads will organise a range of events and children can take part in competitions against other local schools and have the
Context	"I come that they might have life and life in all its fullness." The Gospel of John 10 v 10 We develop physical and mental health through an expansive sporting curriculum that allows children to live 'life to its fullness' and leave



Learning and Growing in the Sight of God		
Learning	Growing	Sight of God
 add others		
At St Thomas, learning progresses (and is built upon) from nursery all the way through to Year 6. Children develop the knowledge, experience and vocabulary to succeed in sport.	At St Thomas the children are encouraged to be active throughout the curriculum and take part in various sporting opportunities. Children develop their experience of sport and are given the opportunity to grow up knowing the important role that fitness plays in their	We link our Christian Values throughout our curriculum and work and learn together in the sight of God. A key value for P.E is the value of perseverance.

Substantive
Substantive Knowledge This is the core subject knowledge and vocabulary used about the sporting disciplines and the contribution of sporting figures from a range of sports. We explore these through the lenses of substantive concepts which are taught through explicit vocabulary instruction as well as through the direct content and context of the study. The substantive concepts that we develop through our Physical Education curriculum are: Invasion games Net/wall games Strike/field games Gymnastics Dance Athletics Swimming
Golden Threads We have identified a set of key sporting concepts that we have called golden threads that children will repeatedly revisit throughout their time at St Thomas from Early Years upwards. By having our units centred around these concepts, pupils are able to make links between their learning from one unit and year group to another, as well as use this knowledge to make



Fundamental Fitness	Swimming	Games	Dance	Gymnastics
-Negotiating Space safely. -Use equipment safely. -Develop balance and coordination -Regulating feelings and behaviour.	-Being aware of my body and surrounding in a pool setting. -Pool safety. -Floating and control in the water.	- Correct attitude towards games; playing fairly, not giving up, following rules, working cooperatively. - Develop coordination and control of the body.	- Coordination and control to perform actions. - Have the confidence to perform in front of others. - Remember sequences and patterns. - Give feedback to others respectfully.	- Safely negotiate space - Remembering and repeating actions. - Show balance and control and grace. - Use equipment safely. - Combine movements in a sequence.

Disciplinary

Disciplinary Knowledge (Opportunities for the children to apply)

Disciplinary knowledge in PE comes through opportunities for the children to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills, they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. When the children know more, they remember more and can do more. As they move through school, their skills and knowledge around tactics become more complex and they have to work collaboratively to make decisions. There are lots of opportunities for the children to evaluate their performances and reflect on how they will improve next time. Through deliberate practice, the aim is for the children to know more, remember more and do more.

Golden Threads

We have identified a set of key sporting concepts that we have called golden threads that children will repeatedly revisit throughout their time at St Thomas from Early Years upwards. By having our units centred around these concepts, pupils are able to make links between their learning from one unit and year group to another, as well as use this knowledge to make con-

Fundamental Fitness	Swimming	Games	Dance	Gymnastics
Children practise and rehearse key sporting skills. Perform in competitive situations. Recognise differences in their body when doing sport.	Water confidence Basic stroke development Developing endurance Learning water hazards Self rescue skills	Attacking and defending (shooting a ball etc). Strategies and tactics. Students demonstrate application of rules.	Practise and rehearse moves in isolation in small groups. Perform to an audience. Students demonstrate application of rules.	Practise and rehearse gymnastic routines. Perform routines in front of an audience. Executing different gymnastic movements

Our Curriculum Approach: Windows, Mirrors, and Doors

At St Thomas' CE Primary School, our curriculum is rooted in our Christian vision, **'Learning and growing in the sight of God'** and inspired by the words of Jesus: *"I have come that they may have life, and have it to the full"* (John 10:10).

To ensure that learning enriches the mind, heart, and spirit, every subject area is taught through the framework of

Windows, Mirrors, and Doors.



Why We Use This Approach as a Church of England School

As a Church of England school, our purpose extends beyond academic achievement; we are committed to nurturing the **spiritual, moral, social, and cultural (SMSC)** development of every child. The **Windows, Mirrors, and Doors** approach provides a meaningful structure for reflection and character development across all subjects:

- **Windows (Looking Out):** God's world is rich, diverse, and wondrous. Through "Windows", pupils look out to explore new knowledge, diverse cultures, history, science, and global perspectives, developing **wisdom, awe, and curiosity**.
- **Mirrors (Looking In):** Every child is uniquely created in the image of God. Through "Mirrors", pupils reflect inward on their own lives, feelings, identity, and personal growth, grounding their learning in our core Christian values of **Compassion, Trust, Perseverance, Faith, Community, and Joy**.
- **Doors (Stepping Out):** Faith is lived out through action and service. "Doors" empower pupils to step through into the wider world, using their skills, empathy, and knowledge to act as **courageous advocates**, making a positive impact in their school, local community, and global society.

Example Questions

WINDOWS (Looking Out)



- *What does this reveal about people, places, or ideas beyond our own experience?*
- *How does this expand our understanding of the world and God's creation?*
- *What new vocabulary or concepts have opened my eyes today?*

MIRRORS (Looking In)



- *How does this topic connect to my own life, experiences, or family?*
- *Which of our school values (e.g. Perseverance, Compassion) did I need to use in this lesson?*
- *How do I feel about what I have discovered, and why?*

DOORS (Stepping Out)



- *How can I use what I've learned to help others or care for our world?*
- *What positive changes can we make in our school or Stockport community?*
- *How will this knowledge help me make wise choices in the future?*

PE - Curriculum Overview



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Nursery	Intro to PE: Unit 1	Intro to PE: Unit 3	Fundamentals Unit 1	Fundamentals Unit 2	Indoor: Gymnastics Unit 1	Indoor: Gymnastics Unit 2	Indoor: Dance Unit 1	Indoor: Dance Unit 2	Outdoor: Ball Skills Unit 1	Outdoor: Ball Skills Unit 2	Games: Unit 1	Games: Unit 2
Reception	Indoor: Gymnastics	Outdoor: Sending & Receiving	Indoor: Gymnastics	Outdoor: Sending & Receiving	Indoor: Dance	Outdoor: Net and Wall Games	Outdoor: Ball Skills Unit 1	Outdoor: Net and Wall Games	Outdoor: Ball Skills Unit 2	Outdoor: Invasion Games	Games: Unit 1	Outdoor: Invasion Games
Year 1	Indoor: Gymnastics	Outdoor: Sending & Receiving	Indoor: Gymnastics	Outdoor: Sending & Receiving	Indoor: Dance	Outdoor: Net and Wall Games	Outdoor: Ball Skills	Outdoor: Net and Wall Games	Outdoor: Ball Skills	Outdoor: Invasion Games	Outdoor: Striking and Fielding Games	Outdoor: Invasion Games
Year 2	Indoor: Gymnastics	Outdoor: Sending & Receiving	Indoor: Gymnastics	Outdoor: Sending & Receiving	Indoor: Dance	Outdoor: Net and Wall Games	Outdoor: Ball Skills	Outdoor: Net and Wall Games	Outdoor: Ball Skills	Outdoor: Invasion Games	Outdoor: Striking and Fielding Games	Outdoor: Invasion Games
Year 3	Indoor: Dance	Outdoor: Basketball	Indoor: Dance	Outdoor: Tag Rugby	Indoor: Gymnastics	Outdoor: Football	Indoor: Gymnastics	Outdoor: Cricket	Indoor: Swimming	Outdoor: Tennis	Indoor: Swimming	Outdoor: Rounders
Year 4	Indoor: Swimming	Outdoor: Basketball	Indoor: Swimming	Outdoor: Tag Rugby	Indoor: Gymnastics	Outdoor: Football	Indoor: Gymnastics	Outdoor: Cricket	Indoor: Dance	Outdoor: Tennis	Indoor: Dance	Outdoor: Rounders
Year 5	Indoor: Gymnastics	Outdoor: Tag Rugby	Outdoor: Football	Outdoor: Basketball	Indoor: Swimming	Outdoor: Hockey	Indoor: Swimming	Outdoor: Tennis	Indoor: Dance	Outdoor: Rounders	Indoor: Dance	Outdoor: Athletics
Year 6	Indoor: Gymnastics	Outdoor: Basketball	Indoor: Dance	Outdoor: Tag Rugby	Indoor: Gymnastics	Outdoor: Hockey	Indoor: Dance	Outdoor: Cricket	Indoor: Gymnastics	Outdoor: Tennis	Indoor: Dance	Outdoor: Rounders