Camp Primary and Nursery School – PE Curriculum – January 2026

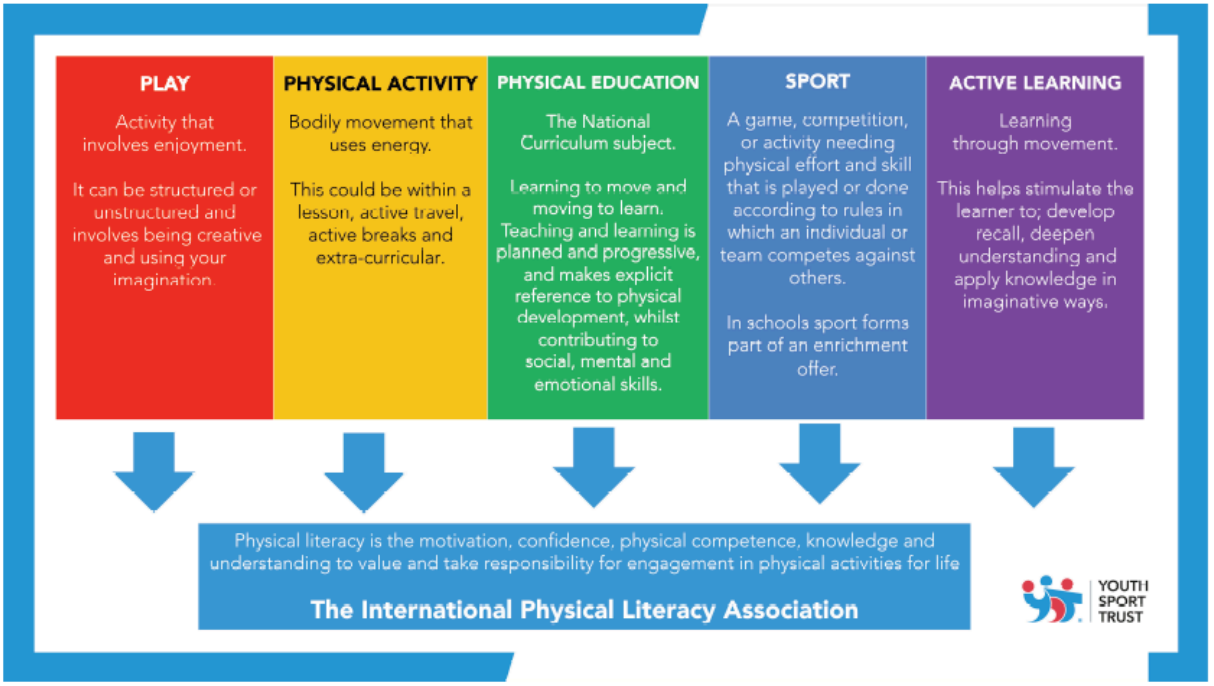
Vision

Inspiring children to seek and sustain healthy, active lifestyles.

At Camp Primary and Nursery School, our aim is to inspire all children to develop an enjoyment of physical activity and sport, and to ensure that children understand the importance of being active and maintaining a healthy lifestyle throughout their lives. We want them to discover fun and enjoyment from taking part in physical activity with these meaningful experiences leading them to value a healthy, active lifestyle.

1. Curriculum Intent

We believe that high quality physical education is about more than teaching skills and sports and taking part in competitions. We believe that it is about developing physical literacy; children acquiring physical competencies and developing their understanding of healthy lifestyle behaviours to encourage a life-long engagement with one or more types of physical activity. The development of physical literacy, which encompasses play, physical activity, the aims of the PE National Curriculum, sport and active learning, sits at the heart of the PE Curriculum at Camp School. It involves the delivery of good quality broad and balanced curriculum that supports the personal development and progress of every child.



Through good quality physical education, whole school values and a whole child approach, we aim to nurture our children to improve their resilience, confidence and self-esteem, so that they can achieve their personal best. In delivering the PE Curriculum, we listen to our children's interests and needs and provide them with a range of active experiences, competitive opportunities and clubs. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own progress and successes. We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges as well as in their wider lives.

We strive to educate both our children and their families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children's physical and mental well-being. We have strong links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.

Primary PE National Curriculum

The Primary National Curriculum in England states that schools must deliver:

'a high-quality physical education curriculum 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.

The aims of the national curriculum for physical education are to ensure that all pupils:

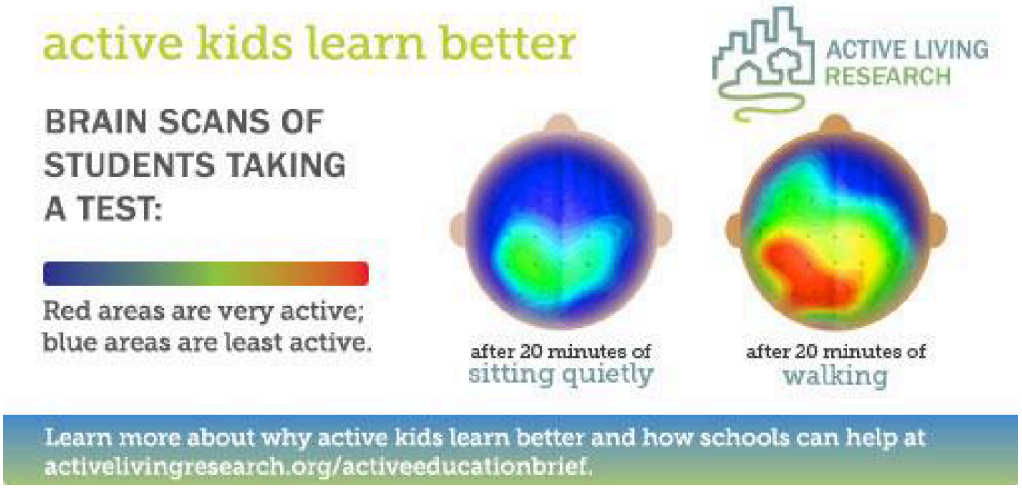
- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Schools are required to deliver the statutory two hours of physical education to each year group each week in line with the National Curriculum.

Rationale – Why children benefit from being active

Active Learning Research Dr John Ratey, an associate clinical professor of psychiatry at Harvard Medical School, has found that exercise not only improves concentration but also helps to grow brain cells. Therefore, given the opportunities physically fit

children will attain higher, behave better and live longer, which means that PE can be a significant tool for driving whole school improvement.



https://activelivingresearch.org/ActiveEducationBrief

Furthermore, the research also highlighted that exercise has the potential help to prevent a significant number of health issues that can interfere with children's learning ability. Some of those issues that exercise helps to deal with include stress, depression, anxiety and panic disorders, and Attention deficit hyperactivity disorder (ADHD).

2. Implementation

The implementation of PE at Camp School takes place on three levels:

A. **School PE curriculum:** the delivery of the PE curriculum in school in classes and in year groups (using the resources developed by Complete PE https://www.completepe.com/).

B. Clubs and competitions: the participation of children in after school clubs either run by the school or by external providers on-site, as well as the participation of children in intra-school events like Sports Day and school games and in inter-school competitions such as football and netball leagues and District Sports.

C. Links to external sports providers: ensuing that for those children who wish to access further skills development and training they know where this is available locally.

In recognition of the above, we achieved the Gold School Games Award in 2024-25 recognises the school's ongoing commitment and achievement in relation to PE and sport.

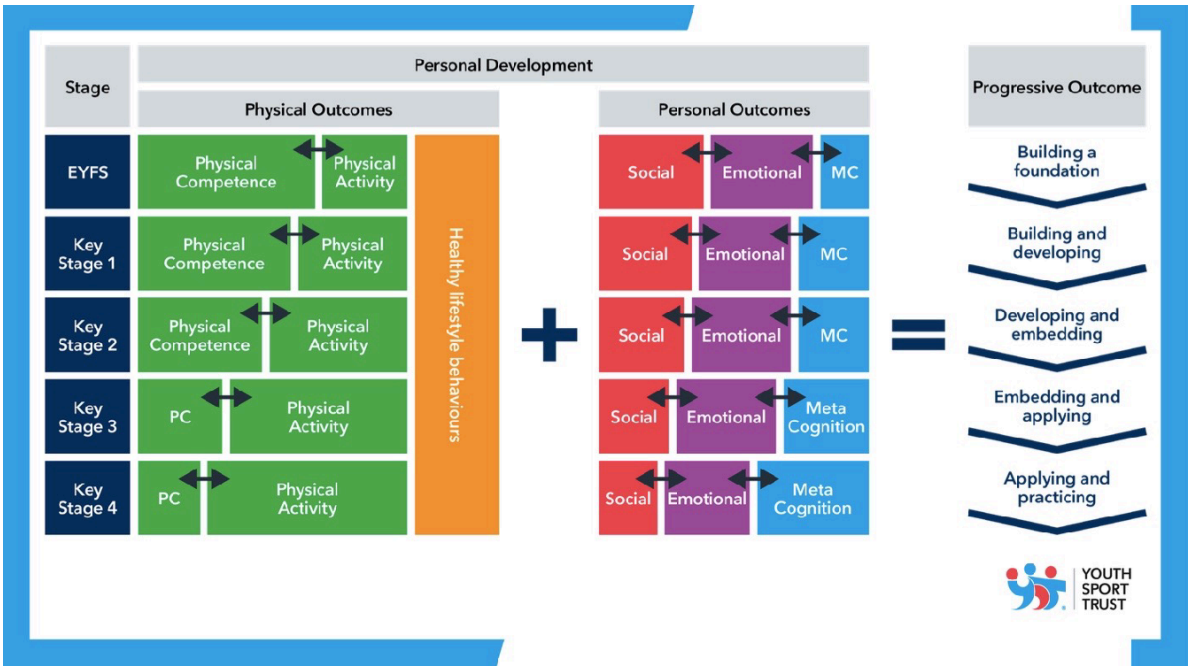
(A) Our PE Curriculum

Children receive two PE lessons per week as part of a broad and balanced curriculum, giving them the opportunity to develop and improve an array of skills through a range of indoor and outdoor activities. During lessons, teachers provide an environment where children learn progressive physical competencies, whilst being given ample opportunity for physical activity.

We aim to include social, emotional or meta-cognitive outcomes in each of our PE lessons. Broadly covering aspects such as reflection, communication, self-motivation and decision-making. Teachers specifically model ways that learners can achieve these outcomes through a sequence of lessons. Throughout their time at Camp School, children have the opportunity to develop physical competencies and apply these to a broad range of sports and activities. We believe that children should be challenged when applying their physical competencies to achieve their highest potential. Our teachers plan activities which can be adapted to provider greater or lesser challenge. Teachers assess children's physical competencies and stamina for physical activity through continuous observation and assessment.

The Blueprint below makes it clear how in every stage of learning the personal development of the whole child is essential. High quality planning will challenge the

physical, cognitive, social and emotional elements of learning. Ensuring a focus on the whole child, alongside effective planning for teaching healthy lifestyle behaviours, will allow children to learn through the physical and support their physical literacy development.



Source: Youth Sports Trust – Our PE Blueprint

To support teachers to plan and deliver high quality lessons across the curriculum that include links to sport and references to healthy lifestyles, we have an annual subscription to the planning and support resources provided by Complete PE (https://www.completepe.com/). This means teachers can access a rich and varied set of resources from Foundation Stage up to Year 6, including:

- Medium term plans for a sport or skillset (essentially a sequence of lessons)
- lesson plans and videos for activities for each lesson in the sequence
- diagrams / plans for setting up activities
- information on equipment needed and rules for organising the activities
- other supporting documentation such as knowledge organisers, subject leadership, curriculum planning and assessment tools.

Our whole school curriculum map ensures broad coverage across year groups and opportunities for the progression of skills. The content selected is based on a number of factors: the statutory requirements of the national curriculum[1]; the interests of

[1] Children in Lower Key Stage 2 attend swimming lessons for one whole year. This starts in Year 3 in the Spring and Summer terms and continues in Year 4 in the Autumn term. If by the end of this period a child has not met the swimming requirements, then they will have the opportunity to continue to attend swimming lessons to support them to achieve these requirements.

children; the school context (facilities, resources, pupil cohort, timetable); prior learning and flow from previous year to address gaps and next steps in learning.

It is intended to be a dynamic and fluid curriculum, meaning that there is flexibility in delivery of the curriculum map. Teachers know that the duration of the units is always flexible and is not dictated by term start and end points. They understand that if their pupils need to move onto a different unit to meet their needs then units can be moved around. What is implemented throughout the year may change from the intent in terms of the order and potentially the content; if such changes are beneficial to the children.

As a school, we look to maximise opportunities for physical activity during the school day. All year groups participate in the Daily Mile initiative to further embed physical activity within the school day. There is a daily timetabled slot for each year group to use the running track to complete the Daily Mile. Within our PSHCE curriculum children have discrete lessons on 'Healthy Lifestyle Behaviours' at age-appropriate levels.

We aim for all pupils to be active on average for 60 minutes a day. To encourage children to have active break and lunch times we have invested in a range of sports equipment (balls, bats, skipping ropes, rackets, hoops, posts, crates etc.) that each class has access to every break time. They are encouraged by lunch time staff to use the equipment and supported by them in their games.

Wherever possible, teachers also look to include short bursts of activity into the school day. This could involve integrating an active learning opportunity into an English or maths lesson, for example, or simply using the changeover from one lesson to the next as an opportunity for short active break inside or outside of the classroom. In addition, children in Years 1 and 2 receive scooter training and children in Years 5 and 6 take part in cycling proficiency training (bikeability).

Children in Key Stages 1 and 2 are allocated to house teams at the school for intra-sports activities. The house teams are Silverstone, Twickenham, Wembley and Wimbledon. During the school year inter-school competitions have previously covered the sports like basketball, benchball, cross country running, football, handball, netball, rounders and speedstacking. We conclude each year with our school Sports Day, where each child takes part in at least two races and are representing both their class and their house team.

As a whole school, it is important to celebrate success (individuals and teams) and personal achievement. This is mainly recognised through the awarding of certificates or medals and the highlighting the results of matches and tournaments during school

assemblies. This information is shared with parents and carers through termly newsletters sent out by the Headteacher.

We believe it is important that children at the school have ownership and a 'voice' throughout their time at primary school. For PE this comes through the Sports Council / Play Leaders, which consists of representatives from Years 5 and 6 who choose at the start of the academic year to apply for this role. Meetings are regularly held each term to help organise inter-school competitions, audit equipment, undertake pupil voice surveys and to raise the profile of PE in the school through assemblies and campaigns.

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Primary and Nursery School St Albans

Whole school Curriculum Map

Year	Autumn		Spring		Summer	
Foundation Stage	**Locomotion** (Walking)	**Dance** (Ourselves)	**Gymnastics** (Moving)	**Dance** (Nursery Rhymes)	**Gymnastics** (High, Low, Over, Under)	**Rackets** Bats, balls and balloons
	Dance (Dinosaurs)	**Locomotion** (Jumping)	**Ball skills** (Hands 1)	**Ball skills** (Hands 2)	**Ball skills** (Feet 1)	**Games** For Understanding
Year 1	**Locomotion** (Running 1) **Ball skills** (Hands 1)	**Ball skills** (Feet) **Dance** (Growing)	**Dance** (The Zoo)	**Ball skills** (Hands 2)	**Locomotion** (Jumping 1)	**Ball skills** (Sticks)
	Locomotion (Dodging)	**Gymnastics** (Body Parts)	**Gymnastics** (Wide, Narrow, Curled)	**Dance** (Heroes)	**Rackets** Bats and balls	**Games** For Understanding
Year 2	**Locomotion** (Dodging 1)	**Dance** (Water)	**Ball skills** (Feet 1)	**Dance** (Explorers)	**Rackets** Bats and balls	**Games** For Understanding
	Ball skills (Hands 1)	**Gymnastics** (Linking)	**Gymnastics** (Pathways)	**Ball skills** (Hands 2)	**Team Building**	**Ball skills** (Sticks)
Year 3	**QAA** (Communication & Tactics)	**Tennis**	**Dance** (Weather) **Speedstacking**	**Gymnastics** (Symmetry and Asymmetry)	**Game sense** (Invasion) **Golf**	**Cricket**
	Netball	**Dance** (Wild Animals)	**Gymnastics** (Canon and Unison)	**Basketball**	**Game sense** (Net/Wall))	**Rounders**
Year 4	**Swimming**	**Swimming**	**Swimming**	**Swimming**	**Swimming**	**Swimming**
	Netball	**Gymnastics** (Bridges)	**Dance** (Cats) **Netball**	**Dodgeball**	**Athletics**	**Rounders / Cricket**

Camp
Primary and Nursery School St Albans

Year 5	**Health Related Exercise**	**Gymnastics** (Counter Balance and tension)	**Dodgeball**	**Badminton / Tennis**	**Athletics**	**Rounders**
	Communication & Tactics	**Dance** (Greeks)	**Gymnastics** (Flight)	**Netball**	**Golf**	**QAA** (Problem solving)
Year 6	**Basketball**	**Dodgeball**	**Problem solving** **Athletics** (Competition)	**Badminton / Tennis**	**Cricket** **Athletics** (Competition)	**Rounders**
	Health Related Exercise **QAA** (Communication & Tactics)	**Dance** (Carnival)	**Gymnastics** (Matching & Mirroring) **Handball**	**Golf**	**QAA** (Leadership)	**Athletics** (Running, throwing and jumping)

(B) Clubs and competitions

After school clubs

We have a strong extra-curricular programme of sport, which is reviewed termly based on the interest of the children and the quality of the provision. There are several sports clubs run after school including cross country running / athletics, dance, football, gymnastics, netball, ultimate frisbee and multi-sports. Some clubs are run by school staff and some by qualified coaches and providers such as Apex 360 and Chris Winton Sports Coaching that the school has established a good working relationship with.

Representative teams

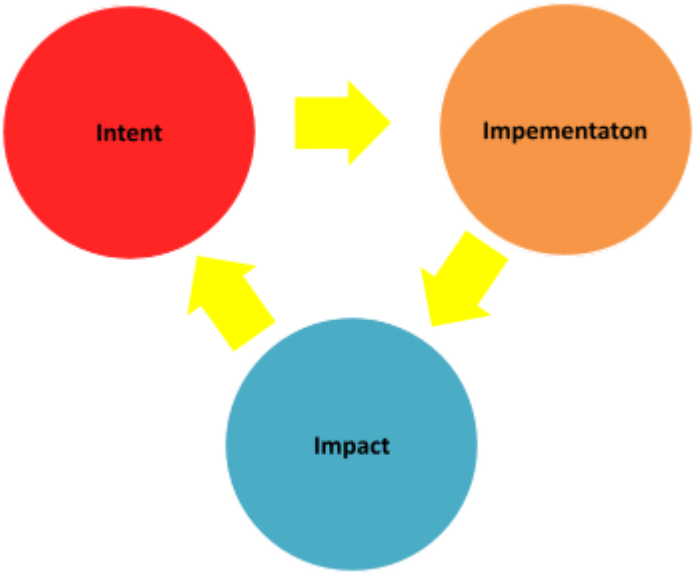
Camp School regularly competes in local cross country running, netball and football leagues, as well as the Sportshall athletics and the Annual District Sports tournaments. We also regularly send teams, principally children in Key Stage 2, to events and competitions organised by local providers such as the St Albans Sports Partnership, the Herts Sports Partnership and the Watford FC CSE Trust. Children have participated in basketball, football and speedstacking competitions organised by these providers.

(C) Links to external sports providers

Given the size of Camp School (a one-form entry school), we recognise that it is not possible to teach every possible sport / game as part of our curriculum and offer competitive opportunities whether in school or against other schools in the area. Therefore, where there is interest and/or talent shown by children at the school we try as best as possible to refer them to a local, specialist provider. For example, this might include St Albans City Youth FC (football), Old Albanians RFC (rugby), St Albans Athletics Club or St Albans Hockey Club.

3. Impact

Understanding and monitoring the success and ultimately the impact of our Physical Education provision is essential. In monitoring the impact of the provision, it enables the school to understand what is working and what needs changing or developing. At the end of each school year, we review documents like our action plan and create 'exit data'. This data then forms our baseline for the following year to support this cycle of learning and improvement. Information such as pupil attainment, pupil engagement and staff confidence are very useful in monitoring and tracking. The main sources of data include: staff and pupil voice questionnaires; assessments of progress made by children; and observation by class teachers of children.



Curriculum cycle (Complete PE)

The target areas at Camp School to understand the difference that the PE Curriculum is making to children are listed below alongside some examples of questions to help determine the impact:

1. **Participation:** Children want to participate in and enjoy sport at the school.
    - Are children engaged in PE lessons?
    - Are children confident to participate in PE lessons?
    - Have children got a basic skill set and understanding of terminology?
    - Do children understand the principles of games?

2. **Profile:** The profile of PE and sport is raised across the school.
    - Have children experienced a broad range of activities during the school year?
    - Are children healthy and fit?
    - What difference is PE having on children at the school?

3. **Professional development:** Staff have the confidence, knowledge and skills to deliver PE lessons**.**
    - How would teachers' rate their own confidence to deliver high quality PE lessons?
    - Are resources (e.g., sequences of learning) appropriate to support the delivery of high-quality PE lessons?
    - Where gaps have been identified, do teachers receive CPD in those areas?

4. **Competitive sports**: Children have opportunities to participate in a range of competitive sports.
    - What have been the intra-school opportunities for competition?
    - What have been the inter-school opportunities for competition?
    - Has a broad range of children taken part in such opportunities?