



St. John's C of E Primary School PE Curriculum



Intent

At St. John's, our Physical Education (PE) curriculum is designed to inspire all pupils to lead active, healthy lifestyles and to foster a lifelong love of physical activity, sport, and well-being. Rooted in our school's values, the curriculum promotes teamwork, perseverance, and respect while equipping pupils with the skills and confidence to participate in a wide range of physical activities.

Through a broad, inclusive, and ambitious curriculum, we aim to:

- **Develop Physical Skills and Competence:** Provide opportunities for pupils to develop fundamental movement skills, agility, balance, coordination, and physical fitness, enabling them to participate confidently in a variety of sports and activities.
- **Encourage Teamwork and Collaboration:** Foster positive social skills, teamwork, and communication through group activities and competitive sports, teaching pupils the importance of working together towards shared goals.
- **Promote Health and Well-being:** Instil an understanding of the importance of physical activity for mental and physical health, encouraging pupils to make informed choices about their well-being.
- **Inspire a Love for Physical Activity:** Create engaging and enjoyable experiences that motivate pupils to be active, both within school and in their wider lives, and to develop resilience and determination in achieving personal goals.
- **Provide Opportunities for Competition:** Encourage pupils to participate in competitive sports and activities, developing sportsmanship, respect for others, and a healthy approach to challenge and success.

At St. John's, we aim to nurture confident, skilled, and active pupils who value the benefits of physical activity and well-being, preparing them for a healthy and active future. Our PE curriculum fosters a sense of achievement, resilience, and respect, ensuring every pupil is inspired to reach their full potential in a supportive and dynamic environment.

Implementation

EYFS and Primary Curriculum

		KS1		KS2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Autumn						
Games	Multiskills - running, jumping, throwing, catching, attacking, defending	Multiskills - travelling, bouncing a ball, bat and ball, hitting balls, rolling and stopping a ball	Multiskills - travelling, bouncing a ball, bat and ball, hitting balls, rolling and stopping a ball	Tag Rugby and Football – movement, throwing, catching,	Tag Rugby and Football – movement, throwing, catching,	Tag Rugby and Football – movement, throwing, catching,	Tag Rugby and Football – movement, throwing, catching, scoring, possession, competitive games



St. John's C of E Primary School PE Curriculum



	Football – changing direction, running, movement, space, ball control	Football – changing direction, movement, space, ball control	Football – changing direction, movement, space, tactics, games	scoring, possession, competitive games	scoring, possession, competitive games	scoring, possession, competitive games	
Athletics							
Gymnastics							
Dance		Christmas Dance – simple movements and patterns					
Swimming	Swimming – range of strokes, 25m, self-rescue	Swimming – range of strokes, 25m, self-rescue	Swimming – range of strokes, 25m, self-rescue	Swimming – range of strokes, 25m, self-rescue	Swimming – range of strokes, 25m, self-rescue	Swimming – range of strokes, 25m, self-rescue	Swimming – range of strokes, 25m, self-rescue
OAA	Forest Fun	Forest Fun					
Whole School Events	House Cup Stacking Competition	House Cup Stacking Competition	House Cup Stacking Competition	House Cup Stacking Competition	House Cup Stacking Competition	House Cup Stacking Competition	House Cup Stacking Competition
Partnership Competitions	Balance Ability	Cross Country Teddy 'Lympics	Cross Country	Cross Country Bowls	Cross Country Bowls	Cross Country Bowls	Cross Country Bowls
Spring							
Games	Ball Skills - running, jumping, throwing, catching, attacking, defending	Ball Skills – rolling and aiming at targets, simple attacking games, underarm throwing	Tag Rugby – Competition early March. Tagging, passing, catching, running with ball in 2 hands, scoring a try. Cricket for 3-Tees competition end of March.	Netball and Tennis – throwing, catching, hitting, movement, shooting, possession, marking, competitive games	Netball – throwing catching, movement, shooting, scoring, possession, marking, competitive games	Hockey – movement, shooting, dribbling, possession, marking, competitive games	Hockey – movement, shooting, dribbling, possession, marking, competitive games
Athletics							



St. John's C of E Primary School PE Curriculum



Gymnastics	Negotiate space Balance, roll, travel, Move in different ways over, under and around equipment Jump off equipment & land safely	Balances and positions Front rolls Sequence of balances Jumps in position	Rolling – balance, agility, coo- ordination	Point and patch balances, unison and canons – strength, flexibility, control	Travelling pathways and mirror/matched balances – strength, flexibility, control	Partner and counter balances – strength, flexibility, control	Partner and counter balances – strength, flexibility, control
Dance	Move in a range of ways, move in time to music Group and partner work Performance Evaluation Chinese Dragon Dance Carnival of the Animals (Saint Saens)	Dance – simple movements and patterns	Great Fire of London dance – simple movements and patterns	Scottish Country Dancing – movement patterns, performance	Movement patterns, performance	Movement patterns, performance	Movement patterns, performance
Swimming	Swimming – range of strokes, 25m, self- rescue	Swimming – range of strokes, 25m, self-rescue	Swimming – range of strokes, 25m, self-rescue	Swimming – range of strokes, 25m, self-rescue	Swimming – range of strokes, 25m, self-rescue	Swimming – range of strokes, 25m, self-rescue	Swimming – range of strokes, 25m, self- rescue
OAA	Forest Fun	Forest Fun					
Whole School Events	House Cross Country Competition	House Cross Country Competition	House Cross Country Competition	Bronze Ambassador: Skipping House Cross Country Competition	Bronze Ambassador: Skipping House Cross Country Competition	Bronze Ambassador: Skipping House Cross Country Competition	Bronze Ambassador: Skipping House Cross Country Competition
Partnership Competitions			Tag Rugby		Superstars Hockey Competition	Hockey Competition	Hockey Competition
Summer							
Games	Ball Skills - running, jumping, throwing, catching, attacking, defending	Ball Skills – competitive games, kicking and stopping a ball, football games,	3 Tees Cricket – rolling, aiming ball when throwing, batting, direction	Cricket - throwing catching, movement, bowling, fielding, competitive games	Cricket - throwing catching, movement, bowling, fielding, competitive games	Cricket - throwing catching, movement, bowling, fielding, competitive games	Cricket - throwing catching, movement, bowling, fielding, competitive games



St. John's C of E Primary School PE Curriculum



		running and jumping	when batting and fielding.				
Athletics	Track & field events (run, jumps, throw) Team games Negotiating obstacles	Outdoor athletics Running, short jump, throwing, sports day	Sprinting, throwing technique: balls, javelin, jumping – stationary.	Sprint, hurdles, long jump, high jump, javelin – technique, control, strength, throwing, running, jumping Running/Fitness (wake up warm up) in isolation, stamina	Sprint, hurdles, long jump, high jump, javelin – technique, control, strength, throwing, running, jumping Running/Fitness (wake up warm up) in isolation, stamina	Sprint, hurdles, long jump, high jump, javelin – technique, control, strength, throwing, running, jumping Running/Fitness (wake up warm up) in isolation, stamina	Sprint, hurdles, long jump, high jump, javelin – technique, control, strength, throwing, running, jumping Running/Fitness (wake up warm up) in isolation, stamina
Gymnastics		Travelling, Turning and Balancing – change of level, speed, direction, floor and apparatus					
Dance			Brazil Rainforest dance – simple movements and patterns				
Swimming	Swimming – range of strokes, 25m, self-rescue	Swimming – range of strokes, 25m, self-rescue	Swimming – range of strokes, 25m, self-rescue	Swimming – range of strokes, 25m, self-rescue	Swimming – range of strokes, 25m, self-rescue	Swimming – range of strokes, 25m, self-rescue	Swimming – range of strokes, 25m, self-rescue
OAA	Forest Fun	Maths and Geography orienteering skills	Maths and Geography orienteering skills	Maths and Geography orienteering skills	Maths and Geography orienteering skills	Essex Outdoors - Bradwell	Essex Outdoors - Mersea
Whole School Events	Sports Day	Sports Day Triathlon	Sports Day Triathlon	Swimming Gala Sports Day Triathlon	Swimming Gala Sports Day Triathlon	Swimming Gala Sports Day Triathlon	Swimming Gala Sports Day Triathlon
Partnership Competitions			Cricket: 3 Tees 2 Mini Games	Fitness Threes District Sports Schools' Gotta Dance	Rapid Fire District Sports Schools' Gotta Dance	District Sports Schools' Gotta Dance	District Sports Schools' Gotta Dance



St. John's C of E Primary School PE Curriculum



Knowledge

National Curriculum KS1

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

National Curriculum KS2

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Skills Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Dance					
Acquiring and developing skills	Explore movement ideas and respond imaginatively to a range of stimuli	Explore, remember, repeat and link a range of actions with co-ordination, control and	Improvise freely on their own and with a partner, translating ideas from a stimulus into movement	Explore and create characters and narratives in response to a range of stimuli	Explore and improvise ideas for dances in different styles, working	Explore, improvise and combine movement ideas fluently and effectively



St. John's C of E Primary School PE Curriculum



	Move confidently and safely in their own and general space, using changes of speed, level and direction	an awareness of the expressive qualities of dance			on their own, with a partner and in a group	
Selecting and applying skills, tactics and compositional ideas	Compose and link movement to make simple dances with clear beginnings, middles and ends Perform movement phrases using a range of body actions and body parts	Compose and perform dance phrases and short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas	Create and link dance phrases using a simple dance structure or motif Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups	Use simple choreographic principles to create motifs and narrative Perform complex dance phrases and dances that communicate character and narrative	Compose dances by using adapting and developing steps, formations and patterning from different dance styles Perform dances expressively, using a range of performance skills	Create and structure motifs, phrases, sections and whole dances Begin to use basic compositional principles when creating their dances
Knowledge and understanding of fitness and health	Recognise how their body feels when still and exercising	Recognise and describe how different dance activities make them feel Understand the importance of warming up and cooling down	Keep up activity over a period of time and know they need to warm up and cool down for dance	Know and describe what you need to do to warm up and cool down for dance	Organise their own warm-up and cool-down activities to suit the dance Show an understanding of why it is important to warm up and cool down	Understand why dance is good for their fitness, health and wellbeing Prepare effectively for dancing
Evaluating and improving performance	Talk about dance ideas inspired by different stimuli Copy, watch and describe dance movement	Watch and describe dance phrases and dances and use what they learn to improve their own work	Describe and evaluate some of the compositional features of dances performed with a partner and in a group Talk about how they might improve their dances	Describe, interpret and evaluate their own and others' dances, taking account of character and narrative	Describe, analyse, interpret and evaluate dances, showing an understanding of some aspects of style and context	Understand how a dance is formed and performed Evaluate, refine and develop their own and others work
Gym						
Acquiring and developing skills	Explore gymnastics actions and still shapes Move confidently and safely in their own and general space, using change of speed and direction	Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision	Consolidate and improve the quality of their actions, body shapes and balances, and their ability to link movements	Develop the range of actions, body shapes and balances they include in a performance Perform skills and actions more accurately and consistently	Perform actions, shapes and balances consistently and fluently in specific activities	Combine and perform gymnastic actions, shapes and balances more fluently and effectively across the activity areas
Selecting and applying skills, tactics and	Make their body tense, relaxed, curled and stretched	Plan and show a sequence of movements Use contrast in their sequence	Improve their ability to select appropriate actions and use simple compositional ideas	Work in a controlled way Include a change of speed Include a change of direction	Choose and apply basic compositional ideas to the sequences they	Develop their own gymnastic sequences by understanding, choosing



St. John's C of E Primary School PE Curriculum



<p>compositional ideas</p>	<p>Control their body when travelling and balancing Copy sequences and repeat them Travel, roll, stretch, curl and balance in different ways Climb safely Perform movement phrases using a range of body actions and body parts</p>	<p>Movements are controlled Choose more than one way to create a sequence which follows a set of 'rules' Work on their own and with a partner to create a sequence Choose, use and vary simple compositional ideas in the sequences they create and perform.</p>	<p>Use a greater number of their own ideas for movement in response to a task Adapt sequences to suit different types of apparatus and their partner's ability Explain how strength and suppleness affect performances Compare and contrast gymnastic sequences, commenting on similarities and differences</p>	<p>Include a range of shapes Follow a set of 'rules' to produce a sequence Work with a partner to create, repeat and improve a sequence with at least three phases</p>	<p>create, and adapt them to new situations Make complex or extended sequences Combine action, balance and shape Perform consistently to different audiences Movements accurate, clear and consistent</p>	<p>and applying a range of compositional\ principles Combine their own work with that of others Link their sequences to specific timings</p>
<p>Knowledge and understanding of fitness and health</p>	<p>Know how to carry and place apparatus Recognise how their body feels when still and when exercising</p>	<p>Recognise and describe what their bodies feel like during different types of activity Lift, move and place equipment safely</p>	<p>Recognise and describe the short term effects of exercise on the body during different activities Know the importance of suppleness and strength</p>	<p>Describe how the body reacts during different types of activity and how this affects the way they perform</p>	<p>Know and understand the basic principles of warming up and why it is important for good quality performance Understand why physical activity is good for their health</p>	<p>Understand why warming-up and cooling-down are important Understand why exercise is good for health, fitness and wellbeing, and how to become healthier themselves Carry out warm ups safely and effectively</p>
<p>Evaluating and improving performance</p>	<p>Watch copy and describe what they and others have done</p>	<p>Improve their work using information they have gained by watching, listening and investigating</p>	<p>Describe and evaluate the effectiveness and quality of a performance Recognise how their own performance has improved</p>	<p>Describe their own and others' work, making simple judgements about the quality of performances and suggesting ways they could be improved</p>	<p>Choose and use information and basic criteria to evaluate their own and others' work</p>	<p>Evaluate their own and others' work Suggest ways of making improvements.</p>
<p>Games</p>						
<p>Acquiring and developing skills</p>	<p>Be confident and safe in the spaces used to play games Explore and use skills, actions and ideas individually and in</p>	<p>Improve the way they coordinate and control their bodies and a range of equipment Remember, repeat and link combinations of skills</p>	<p>Consolidate and improve the quality of their techniques and their ability to link movements Develop the range and consistency of their skills in all games</p>	<p>Develop the range and consistency of their skills in all games</p>	<p>Develop a broader range of techniques and skills for attacking and defending develop consistency in their skills</p>	<p>Choose, combine and perform skills more fluently and effectively in invasion, striking and net games</p>



St. John's C of E Primary School PE Curriculum



	combination to suit the game they are playing					
Selecting and applying skills, tactics and compositional ideas	<p>Throw and catch a ball with a partner. Move fluently by changing direction and speed easily and avoiding collisions. Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.</p> <p>Choose and use skills effectively for particular games understand the concepts of aiming, hitting into space. Can take the ball to a good position for aiming use skills in different ways in different games.</p> <p>Try to win by changing the way they use skills in response to their opponent's actions</p>	<p>Pass a ball accurately to a partner over a variety of distances Can perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.</p> <p>Show a good awareness of others in running, chasing and avoiding games.</p> <p>Make simple decisions about when and where to run.</p> <p>Vary skills and show some understanding of simple tactics.</p> <p>Choose and use tactics to suit different situations</p> <p>React to situations in a way that helps their partners and makes it difficult for their opponent.</p>	<p>Travel whilst bouncing a ball showing control</p> <p>Use a range of skills to help them keep possession and control of the ball.</p> <p>Perform the basic skills needed for the games with control and consistency.</p> <p>In pairs, make up a game and play a simple rallying game.</p> <p>Use a range of skills to keep possession and make progress towards a goal, on their own and with others.</p> <p>Choose good places to stand when receiving, and give reasons for their choice</p> <p>Choose and use batting or throwing skills to make the game hard for</p>	<p>Keep a game going using a range of different ways of throwing.</p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding.</p> <p>Use a range of skills with increasing control.</p> <p>Effectively play a competitive net/wall game.</p> <p>Keep and use rules they are given.</p> <p>Try to make things difficult for their opponent by directing the ball to space, at different speeds and height.</p>	<p>Travel with a ball showing changes of speed and directions using either foot or hand.</p> <p>Use a range of techniques when passing, e.g. high, low, bounced, fast, and slow.</p> <p>Hit the ball with purpose, varying the speed, height and direction.</p> <p>Hit the ball from both sides of the body.</p> <p>Judge how far they can run to score points.</p>	<p>Dribble effectively around obstacles.</p> <p>Show precision and accuracy when sending and receiving.</p> <p>Perform skills with accuracy, confidence and control.</p> <p>Combine and perform skills with control, adapting them to meet the needs of the situation.</p> <p>Play shots on both sides of the body and above their heads in practices and when the opportunity arises in a game use different ways of bowling.</p> <p>Play games showing tactical awareness and knowledge of rules and scoring.</p> <p>Respond consistently in the games they play, choosing and using skills which meet the needs of the situation.</p> <p>Choose when to pass or dribble, so that they keep possession and make progress towards the goal</p>
Knowledge and understanding of fitness and health	Know that being active is good for them and fun	Recognise and describe what their bodies feel like during different types of activity	Know and describe the short-term effects of different exercise activities on the body	Recognise which activities help their speed, strength and stamina and know when they are important in games	Know and understand the basic principles of warming up, and understand why it is	Understand why exercise is good for their fitness, health and wellbeing



St. John's C of E Primary School PE Curriculum



			Know how to improve stamina Begin to understand the importance of warming up	Recognise how specific activities affect their bodies	important for a good-quality performance Understand why exercise is good for their fitness, health and wellbeing	understand the need to prepare properly for games
Evaluating and improving performance	Watch, copy and describe what others are doing describe what they are doing	Recognise good quality in performance Use information to improve their work	Recognise good performance and identify the parts of a performance that need improving Use what they have learned to improve their work	Explain their ideas and plans. Recognise aspects of their work that need improving. Suggest practices to improve their play.	Choose and use information to evaluate their own and others' work Suggest improvements in own and others' performances	Develop their ability to evaluate their own and others' work, and to suggest ways to improve it Know why warming up and cooling down are important
O&A						
Acquiring and developing skills	Recognise their own space explore finding different places	Recognise their own space explore finding different places	Follow a map in a familiar context Move from one location to another following a map Use clues to follow a route Follow a route safely	Develop the range and consistency of their skills and work with others to solve challenges	Develop and refine orienteering and problem-solving skills when working in groups and on their own	Develop and refine orienteering and problem-solving skills when working in groups and on their own
Selecting and applying skills, tactics and compositional ideas	Follow simple routes and trails, orientating themselves successfully solve simple challenges and problems successfully	Follow simple routes and trails, orientating themselves successfully solve simple challenges and problems successfully	Choose and apply strategies and skills to meet the requirements of a task or challenge	Choose and apply strategies and skills to meet the requirements of a task or challenge	Decide what approach to use to meet the challenge Adapt their skills and understanding as they move from familiar to unfamiliar environments	Decide what approach to use to meet the challenge Adapt their skills and understanding as they move from familiar to unfamiliar environments
Knowledge and understanding of fitness and health	Recognise and describe how their body feels during exercise	Recognise and describe how their body feels during exercise	Recognise the effect of different activities on the body and to prepare for them physically work safely	Recognise the effect of different activities on the body and to prepare for them physically work safely	Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing	Understand how the challenge of outdoor and adventurous activities can help their fitness, health and wellbeing
Evaluating and improving performance	Observe what they and others have done and use their observations to improve their performance	Observe what they and others have done and use their observations to improve their performance	Describe and evaluate their own and others' performances, and identify areas that need improving	Describe and evaluate their own and others' performances, and identify areas that need improving	See the importance of a group or team plan, and the value of pooling ideas Improve their performance by changing	See the importance of a group or team plan, and the value of pooling ideas Improve their performance by changing or adapting



St. John's C of E Primary School PE Curriculum



					or adapting their approaches as needed	their approaches as needed
Athletics						
Acquiring and developing skills	Remember, repeat and link combinations of actions use their bodies and a variety of equipment with greater control and coordination	Run at fast, medium and slow speeds, changing speed and direction Link running and jumping activities with some fluency, control and consistency Make up and repeat a short sequence of linked jumps Take part in a relay activity, remembering when to run and what to do Throw a variety of objects, changing their action for accuracy and distance	Run over a long distance Sprint over a short distance Throw in different ways Hit a target Jump in different ways	Controlled when taking off and landing in a jump Throw with accuracy Combine running and jumping Follow specific rules		Demonstrate stamina Use their skills in different situations
Selecting and applying skills, tactics and compositional ideas	Use their bodies and a variety of equipment with greater control and coordination		Develop their ability to choose and use simple tactics and strategies in different situations			Choose appropriate techniques for specific events
Knowledge and understanding of fitness and health	Recognise and describe what their bodies feel like during different types of activity		Know, measure and describe the short-term effects of exercise on the body Describe how the body reacts to different types of activity			Understand the basic principles of warming up Understand why exercise is good for fitness, health and wellbeing
Evaluating and improving performance	Watch, copy and describe what they and others have done		Describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving			Evaluate their own and others' work and suggest ways to improve it
Swimming						



St. John's C of E Primary School PE Curriculum



Acquiring and developing skills	<p>Work with confidence in the water</p> <p>Explore and use skills, actions and ideas individually and in combination e.g. use arms to pull and push the water; use legs in kicking actions; hold their breath under water</p> <p>Remember, repeat and link skills</p> <p>Consolidate and develop the quality of their skills e.g front crawl, back crawl, breaststroke, floating, survival skills</p> <p>Improve linking movements and actions</p>
Selecting and applying skills, tactics and compositional ideas	<p>Know how to choose and use skills for different swimming tasks e.g. using arms to stay balanced, knowing what to push against the water to move in a particular direction</p> <p>Improve the control and co-ordination of their bodies in water</p> <p>Choose and use a variety of strokes and skills, according to the task and the challenge e.g. swimming without aids, distance and time challenges</p>
Knowledge and understanding of fitness and health	<p>Know that being active is fun and good for them</p> <p>Recognise what their bodies feel like during different activities</p> <p>Know and describe the short-term effects of exercise on the body and how it reacts to different types of activity</p>
Evaluating and improving performance	<p>Watch, copy and describe what they and others have done and use the information to improve their work</p> <p>Describe and evaluate the quality of swimming and recognise what needs improving</p>

Impact

The impact of the PE curriculum at St. John's will be reflected in the confidence, physical competence, and positive attitudes pupils develop towards health and well-being. By the time pupils leave St. John's, they will have the skills, knowledge, and motivation to lead active, healthy lifestyles and participate in a wide range of physical activities.

Impact on Pupils

- **Skilled and Confident Movers:** Pupils will demonstrate competence in fundamental movement skills, balance, coordination, and agility, enabling them to participate successfully in a variety of sports and activities.
- **Physically Active and Healthy:** Pupils will understand the importance of regular physical activity for their physical and mental health and will be motivated to adopt active lifestyles both in and beyond school.
- **Team Players and Leaders:** Pupils will develop positive social skills, including teamwork, communication, and leadership, and will approach group activities with respect, fairness, and a willingness to collaborate.



St. John's C of E Primary School PE Curriculum



- **Resilient and Determined:** Pupils will demonstrate perseverance, self-belief, and resilience, striving to achieve personal and group goals in a supportive environment.
- **Good Sportsmanship:** Pupils will display respect for others, recognising the value of effort, fair play, and the lessons learned through both success and challenge in competitive activities.

Through the PE curriculum at St. John's, we aim to develop confident, skilled, and healthy individuals who value the benefits of physical activity and are ready to contribute positively to society. Pupils will leave with the tools to achieve their personal best, embrace challenges, and enjoy the lifelong rewards of an active lifestyle.