



P.E. Policy

2025 - 2026

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Date to review:	Annually

'The Love of Christ Shines Here'

Our School is Christ-centred where Gospel values permeate our daily lives.

We extend our hand of friendship to the wider community in the spirit of love, peace and justice.

We create opportunities to celebrate the uniqueness of every child and nurture them through a stimulating and enriching curriculum.



PE Policy

Developing a progressive school curriculum to support the whole child in Physical Education

The purpose of this document is to create a flexible framework for schools to ensure a robust, progressive curriculum.

The Physical Education, School Sport and Physical Activity landscape is a complex environment. With many members of the school community and external organisations contributing to the development of children in this area, it is important for the school to have a systematic and progressive approach to the delivery of the subject.

With time being so precious it is essential that we are as efficient as possible with the allocated time we have. Good planning will support all staff delivering the subject.

Our starting point for this is to understand the difference between PE, School Sport and Physical Activity and whilst we aim to get children more active and less sedentary in all aspects of school life, this is to complement the delivery of PE and not to displace it.

All schools have their own challenges in the delivery of PE, whether it be facilities, weather, school plays or multi-use halls. When designing the curriculum map, it is important that these factors are understood in your own setting and not over looked.

RATIONALE

Through our PE curriculum, our pupils learn that PE isn't just about sport and games; they learn about movement, team spirit and collaboration, health, wellbeing and the human body. Through the broad range of activities we provide, we show that PE can help develop and maintain confidence in the individual, wellbeing and social skills.

Curriculum Intent

Through the PE curriculum our pupils will learn:

- **Communications skills** - Many aspects of PE involve working in teams towards a common goal. Through playing team sports and problem solving with others, [we develop clear communication skills that will help pupils in the workplace](#).
- **Social skills** - Physical education is a very social subject and can involve a lot of group work. We teach how to communicate and [socialise with people in an effective way](#). Studying PE will help pupils learn how to best communicate with people in a team in order to produce the best results.
- **Analysis and evaluation skills** - During PE lessons, pupils analyse their own and class members' performances while suggesting ways it could be improved. Pupils will learn how to deliver messages clearly and effectively.
- **Physical fitness** - We ensure that our pupils understand that they benefit from being physically fit. Not only will this help pupils in the physical side of the subject itself, but it'll also improve their general well-being. We develop an understanding of how doing regular exercise is proven to relieve stress and promote good mental health.

Curriculum Implementation



The PE curriculum is reviewed in the summer term of each academic year in readiness for the following year. Learning opportunities are fine-tuned and the Subject Lead works with the Senior Leadership Team of school to identify progress milestones across the various strands of the subject.

The curriculum is sequenced and cyclical so that pupils build on previous knowledge, skills, tactics and techniques – helping children to know more and remember more.

Teachers use repetition and revisiting previous learning to embed key concepts and subject knowledge. The specific skills that our PE curriculum is aimed at encouraging, and that progress is measured against, are:

- Games – perform with increasing precision, accuracy, confidence and control.
- Games – increase tactical awareness and knowledge of rules.
- Games – respond to situations consistently and make decisions while playing.
- Games – learn to be a team member and improve team spirit.
- Dance – Explore, improvise and combine movements.
- Dance – Create structure in sections of dance.
- Dance – Understand why dance is good for fitness.
- Dance – Comment on their own work and the work of others.
- Gymnastics – Combine and perform gymnastics fluently and develop their own sequences.
- Gymnastics – Understand why warming up and cooling down is so important
- Gymnastics – Evaluate their own work and the work of others, suggesting ways to improve it.
- Athletics – Choose the best pace for running so that they can sustain their performance, set and improve on personal targets.
- Athletics – Show control, accuracy and good technique when jumping and throwing.
- Athletics – Understand how stamina and power improve performance.
- Swimming – develop their confidence and the quality of their skills in different swimming strokes.
- Swimming – Know and describe the short term effects of exercise on the body

Curriculum Impact

Assessment is carried out in the form of formative assessment (quizzes, mini teacher's, review and revisiting, etc.) at the end of each topic on subject knowledge, understanding of concepts taught and recall of information to measure the progress of students within a year group and across year groups and to identify those pupils who may need extra support.

Formative assessment is carried out within each lesson, via questioning and observations of performance. Children are also given the opportunity to self-evaluate within each lesson, through the 'STEP' principle.

Summative assessments are carried out at the end of each skill/topic via performance observations and questioning. As well as this, children are provided with the opportunity to become 'mini teachers', allowing further opportunity to assess their understanding. Alongside practical capabilities, we also assess children based on their subject knowledge, understanding of concepts taught and recall of information to measure the progress of students within a year group and across year groups and to identify those pupils who may need extra support.

There are also progress statements per category for the subject for teachers to refer to, that are set out in the form of a ladder matched to year group expectations. From this, teachers can easily identify what pupils need to achieve to move to the next step.



We want our pupils to set themselves very high aspirations and constantly remind them of the further education and career prospects that are open to them if they succeed in this subject.

People who have studied PE at further education often find careers in the following areas:

- Sports science
- PE teacher
- [Physiotherapist](#)
- [Cardiac Rehabilitation](#)
- Professional sports person
- Sports coach/consultant
- Sports policy at local and national level
- Diet and fitness instructor
- Personal trainer
- Nutritionist
- Sports retail/ management
- Sports media: broadcasting and journalism

OUR PE CURRICULUM

To understand progression throughout school life, it is important that we know where we are progressing from and where we are going to. In PE we have traditionally split it into 8 different categories, Athletics, Dance, (fundamental) Games, Gymnastics, Invasion Games, Outdoor and Adventurous Activities, Net and Wall Games, Striking and Fielding Games. Through these categories we aim to support schools to develop the whole child. We aim to do this by focusing on the 'skill' development rather than the 'sport' itself, encouraging pupils to then transfer the learnt skills between sports oppose to associating the skill solely with the one sport. We look at three aspects of the child. The Association for PE (AfPE) looks at 3 aspects of development, described as 'Heads, Hands, Heart'.

- Head – Thinking
 - Decision making
 - Analytical – deep understanding
 - Confidence
 - Creativity
- Hands – Doing
 - Physical competence
 - Growth and development
 - Physical activity
 - Competition
- Heart – Behaviour
 - Being involved and engaged
 - Growing socially and emotionally
 - Building character and values
 - Leading a healthy active lifestyle

By colour co-ordinating our curriculum map, you can see clear threads running through it and develop a systematic progressive curriculum.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	(Fundamental) Movements	Gymnastics	(Fundamental) Movements	(Fundamental) Games	Athletics	(Fundamental) Games
	*Dance (PM)					
Year 1	(Fundamental) Movements	Gymnastics	(Fundamental) Movements	(Fundamental) Games	Athletics	(Fundamental) Games
	*Dance Day					
Year 2	(Fundamental) Movements	Gymnastics	(Fundamental) Movements	(Fundamental) Games	Athletics	(Fundamental) Games
	*Dance Day					
Year 3	Netball	Gymnastics	Tag Rugby	Volleyball	Athletics	Rounders
	*Dance Day					*OAA Day
Year 4	Hockey	Gymnastics	Tag Rugby	Badminton	Athletics	Cricket
	*Dance Day					*OAA Day
Year 5	Netball	Gymnastics	Tag Rugby	Volleyball	Athletics	Rounders
	*Dance Day					*OAA Day
Year 6	Hockey	Gymnastics	Tag Rugby	Badminton	Athletics	Cricket
	*Dance Day					*OAA Day

* Subject specific days to ensure maximum curriculum coverage

Fundamental movements (running, jumping, throwing, catching)
Invasion Games
Gymnastics
Non-contact sports
Net and wall games
Athletics
Striking and fielding games
Dance
Outdoor Adventurous Activities

Progression statements per category

Looking at each of the 8 threads we want to create a bank of statements which show a clear development year by year. These learning outcomes can be used to support the school community to understand to development of a child through PE.

See *Progression statements per category document*.



Half termly overview

It is essential that teachers and all staff who are delivering these units of work understand where the children have come from and where they are going to. Not all children will be working at the same level, so it is important that staff can easily access this information and interpret it into relevant activities.

At the end of each of the 8 threads, teachers complete a half-termly overview. This document helps to demonstrate how a member of staff can recognise what the expected outcomes are for the children, what language and vocabulary the children and staff should be using and then where they can access activities to support the delivery. With a good understanding of the learning outcomes for each unit, it is easier for a teacher to assess the needs of the children without onerous paperwork. Prior learning outcomes are taken from the previous year's learning outcomes and next learning outcomes are from the following years learning outcomes.

PE CURRICULUM PLANNING

Teachers follow a 6-week scheme of work for each skill, devised by the subject lead. Lessons are not only progressive within each lesson, but also build on previous knowledge week on week as well as year on year. Each lesson allows opportunity for a warm-up; skill-development; skill-rehearsal and competitive situation/ performance – with key vocabulary taught and used throughout.

ASSESSMENT

Teachers assess pupils by observing them during lessons and intervene to address misconceptions at the earliest opportunity. They use the information gathered during such observations to inform their planning for the next lesson. Children are encouraged to assess and evaluate their own performances throughout units. This helps them to appreciate how they can improve their performance and set targets for themselves for the future.

Assessment is carried out in the form of formative assessment (quizzes, mini teacher's, review and revisiting, etc.) at the end of each topic on subject knowledge, understanding of concepts taught and recall of information to measure the progress of students within a year group and across year groups and to identify those pupils who may need extra support.

Formative assessment is carried out within each lesson, via questioning and observations of performance. Children are also given the opportunity to self-evaluate within each lesson, through the 'STEP' principle:

- Space – Where is the activity happening? Modify the space by increasing/ decreasing the area and/or changing the distance.
- Task – What is happening? Modify the task by changing the demands, adapt the rules, change the number of reps or length of time for the individual.
- Equipment – What is being used? Modify the equipment by changing the size/ shape of the equipment or target. Allow child to select the equipment they feel comfortable using to allow opportunity for success.
- People – Who is involved? Modify who is involved by allowing children to select their group size/ members; work as team leader or taking a back step.

Summative assessments are carried out at the end of each skill/topic via performance observations and questioning. As well as this, children are provided with the opportunity to become 'mini teachers', allowing further opportunity to assess their understanding. Alongside practical capabilities, we also assess children based on their subject knowledge, understanding of concepts taught and recall of



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SEND/ INCLUSION

The following principles inform and guide our policy and practise:

- meeting the diverse and complex needs of each and every individual is embedded in everything that we do as a whole staff
- it is the responsibility of the school to enable the child to access and make progress through the curriculum equal opportunities is not the same as equal provision

Above all we celebrate and affirm the diversity in our school, our community, our society, and our world and commit ourselves to enabling all our pupils to participate constructively as they grow.

For every child to be able to participate we must know each of them as individuals. For children with SEND, teaching must be closely linked to their IEP targets. What is good provision for a child with SEN is good for all children i.e. an abundance of activities that allow children to learn visually, through speaking and listening and kinaesthetically (working both collaboratively and independently).

We respond to children's diverse learning needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through a range of teaching approaches and modifying these for individual needs
- using appropriate assessments
- setting targets for learning

The incorporation of the 'STEP' principle in all lessons further ensures that all lessons are inclusive.

PUPIL VOICE

Pupils have been involved in the creation of this policy through discussions with the school council. They are involved in the delivery of each topic when teachers explore the pupils' prior learning at the beginning of new topics. Termly pupil voice conversations and questionnaires are also carried out by the subject lead.