



St. Joseph's Catholic Primary School

## Physical Education

September 2025

This policy should be read in light of our Mission Statement as follows:

*At St. Joseph's, we live love and learn by the example of Jesus.*

### Our curriculum intent

We intend to provide high quality, inspiring PE lessons, which allow children to learn the skills and knowledge required by the national curriculum in a fun and engaging way. We intend to teach children how to remain physically fit and healthy through a balanced program of physical activity and through making healthy eating and lifestyle choices. We intend to provide opportunities for all children to improve both their fitness levels and their physical and mental well-being through daily activities such as "Fit in 15," and "Fitness Fridays" (during the summer term). We aim to give children opportunities to experience a wide range and variety of sports and physical activities to find out which sports inspire them. We encourage children to join sports clubs and to be physically active out of school as well.

### The National Curriculum for Physical Education

#### Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

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.

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Aspiring for excellence for all, together as a catholic community.*



## Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

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 towards achieving their personal best.

## Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

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.



## Aims

The national curriculum for physical education aims 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.

## Implementation

We employ a qualified gymnastics coach to deliver high quality gymnastics and dance lessons. She can support other staff members in planning or delivering the curriculum when necessary.

For 2024-25, we will be using the “Get Set 4 PE” Scheme of Work and plans for teachers to deliver the other parts of the PE Curriculum. This scheme provides not only lesson plans and assessment protocols, but also an “Active Families” area for all children and parents to access at home and other “Awesome stuff” such as “Active blasts,” “Get set 4 life” and “Classroom PE,” which we look forward to exploring in the coming year.

Through their PE and Science lessons children also learn about healthy eating and how to maintain a healthy lifestyle.

Curriculum PE lessons are timetabled twice weekly for all classes and additional physical activities are included in the week whenever appropriate. “Ten for ten” occurs daily. The PE Curriculum map has been reworked and now ensures that children receive lessons in a wider range of sports during their time in school and can discover which sports they enjoy and wish to pursue further. The Curriculum map is regularly reviewed and changes are made to provide for our current cohort of children and their diverse needs.

## Programme of Study

*Following the National Curriculum guidelines, each class should, alongside the teaching of. The requirements are outlined below:*

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.

## EYFS

Children are taught:

- ❖ basic locomotor skills, including running, jumping, hopping and skipping.
- ❖ to roll or bounce balls between partners.
- ❖ the basics of throwing and catching.
- ❖ to balance on different body parts.
- ❖ to safely use simple apparatus for balancing and pushing or pulling.
- ❖ to perform dances using simple movement patterns which require body control and co-ordination.

## Year 1 &2 (KS1)

Children are taught:

- ❖ to master basic movements including running, jumping.
- ❖ multi-skills such as throwing and catching.
- ❖ to developing balance, agility and co-ordination through basic gymnastics and athletics activities.
- ❖ to participate in team games, developing tactics for attacking and defending.
- ❖ to perform dances using simple movement patterns and improving body control and co-ordination.
- ❖ To use imagination and creativity to improvise dance movements inspired by a variety of stimuli.



Year 3 & 4 (Lower KS2) children are taught:

- ❖ to use running, jumping, throwing and catching in isolation and combination.
- ❖ to play competitive games such as dodgeball, football and basketball.
- ❖ to apply the basic principles of attacking and defending.
- ❖ to develop their flexibility, strength, technique, control and balance through athletics and gymnastics activities.
- ❖ to work sensibly with a partner on a range of performance and choreography activities.
- ❖ to perform dances using a range of movement patterns.
- ❖ to employ greater creativity and imagination when choreographing their own dance sequences and routines.
- ❖ to take part in outdoor and adventurous activity challenges, both individually and within a team.
- ❖ to compare their performances with previous ones and demonstrate improvement towards achieving their personal best.
- ❖ To begin using “stars and wishes” to evaluate the performance of others.

Year 5 & 6 (Upper KS2) children are taught:

- ❖ to use running, jumping, throwing and catching in isolation and in combination with improving control and accuracy.
- ❖ to play competitive games such as netball, rounders, hockey and tennis.
- ❖ to apply principles suitable for attacking and defending with greater understanding.
- ❖ to develop their flexibility, strength, technique, control and balance through athletics, gymnastics and basic fitness training.
- ❖ to perform dances using a wider range of movement patterns.
- ❖ to take part in outdoor and adventurous activity challenges both individually and within a team.
- ❖ to compare their performances with previous ones and demonstrate improvement towards achieving their personal best.
- ❖ To evaluate the performance of others using “stars and wishes” with specific reference to the possible improvements.



## Assessment and Recording

Children are assessed based on the coach's and teacher's observations during lessons and activities / events.

Children are assessed termly for the relevant sports / learning areas and records are inputted to the Get Set 4 PE assessment area. All assessment data can therefore be kept centrally and can be checked to determine whether each child is above (A); expected (E); or below (B) age-related expectations in each sport or PE unit of work. Levels will change over the year as different sports and activities are assessed.

This monitoring process is being reviewed at present and will be updated to suit our curriculum as it evolves.

## Impact

- ❖ Children experience a wide range of sports and physical activities to prepare them to cope with PE in their next phase of education or in life after they have left full-time education.
- ❖ Children understand how to become physically fitter and healthier and how to maintain a healthy diet and lifestyle.
- ❖ Children will extend their cultural capital through experiencing and observing dances from around the world and from different eras and cultures.
- ❖ Children gain a basic understanding of how the human body functions and basic human anatomy and physiognomy.
- ❖ Children understand that exercise is essential for good health and how exercise affects the body. They understand that exercise can also help with maintaining good mental health.
- ❖ Children are encouraged to develop good exercise habits and an awareness of healthy eating and lifestyle choices, which will equip them to remain active in later life and maintain good health.



## Inclusion

PE is fundamental to physical development so all children participate in PE lessons. Children with additional needs are provided with support if it is required. Lessons are differentiated (often by outcome) to allow children to participate at a level suitable for them, whether they are at, above, or below the expectations for their age and stage of development. Sensory circuits are provided for those with additional physical or emotional needs. Teachers or coaches run a variety of free sports clubs, which allow all children to participate in sport even if their family is unable to afford out-of-school sports training or clubs.

## Monitoring

PE lessons taught by teachers and coaches are observed by the Headteacher and training is provided to raise standards where necessary. Staff members are supported in planning and delivering lessons whenever necessary.

## Resources

See SL memory stick

## Review

This policy should be viewed as a working document for the benefit of all concerned in the education of the children at St. Joseph's Catholic Primary School.

Review Date: July 2026