



Curriculum Intent:

The intention of our physical education curriculum is to develop physical literacy through a holistic, knowledge-based design.

In EYFS, our children develop their fine and gross motor skills in order to participate in non-sport specific team and individual games.

At KS1, we aim to provide children with the foundations to become adept at a wide range of sports through a broad, non-sport specific approach to PE. In KS2 we combine the knowledge and skills developed at KS1 with a sport specific approach to prepare the children for competitive events, including swimming lessons in each year group. We have strong links with many clubs in our local community that enable our children to take their skills further with specialist coaches. An important part of PE delivery at Parish, is teaching the pupils the importance of looking after their own body, and the benefits of exercise and a balanced diet. This pedagogical approach is informed with accessible resources and teaching for all to become lifelong participants of PE.

P.E

Curriculum Vision:

Our curriculum is intended to promote a love of sport and physical activity to encourage children to become life-long participants and healthy, active adults.

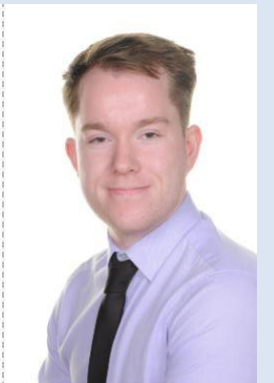
To provide children with the tools required to participate and excel in a range of sports in competitive situations.

To play games fairly, demonstrating sporting attitudes towards winning and losing with grace through the development of resilience and perseverance.

I am new to the role of P.E subject Champion and love to focus on the Rainbow Promise of wellbeing and Health which fits perfectly with my other subject area of PSHE (Parish Spirit).

This includes working alongside our local community to allow our pupils to participate in local sporting competitions to develop their love of various sports.

*P.E- Subject Champion
Mr Molyneux*



Curriculum Sequencing:

Use of the National Curriculum as a basis with suggested topics for curriculum coverage. A clear, progressive thread towards competitive and sports-specific PE in KS2, beginning with introductory foundations to learning fundamental movement skills in EYFS and KS1.

Each year group at KS1 learn the fundamental movement skills essential for participation in a range of sport-specific activities including sending and receiving, invasion games, athletics and ball skills.

In KS2, the children are given the opportunity to apply the knowledge and skills developed in KS1 with more a rule intensive, sports specific approach. Each Year group studies a specific striking and fielding sport, net and wall game, invasion game, athletics, dance and swimming.

The curriculum is designed to allow the children as much opportunity as possible to become an expert in the sport chosen by including each sport at least twice in KS2.



Pedagogical Approach:

The teaching of P.E at Parish follows a clear and cohesive structure of recalling and retrieving previous knowledge before learning and developing a new skill to then apply this skills in an independent or team activity. Towards the end of the session, a plenary including a discussion point of good practice takes place for learners to understand what good practice is.

Alongside this, sporting heroes/icons are used to influence aspirations.

Transferrable Concepts:

Transferable concepts in Physical Education are fundamental ideas and skills that can be applied across a wide range of sports, physical activities, and real-life situations. These include physical abilities like coordination, balance, and endurance, which are essential in everything from football to dance. Cognitive skills such as strategic thinking, understanding rules, and setting goals help students perform better in games and develop problem-solving abilities. Social and emotional concepts like teamwork, communication, leadership, and resilience foster positive relationships and personal growth. Additionally, knowledge about health, fitness, and safety supports lifelong well-being. Together, these transferable concepts make P.E. a vital subject that contributes to both physical development and holistic education.

Curriculum Progression:

The curriculum progression in P.E develops through each phase and year groups. Beginning with EYFS with a focus on fundamental gross and fine motor skills through playful movement including units such as Fundamentals, Dance, Ball Skills and Gymnastics.

Following this, Key Stage 1 focus on master basic movements and begin to apply skills in team skills and explore movement sequences with units including Ball Skills, Dance, Athletics, Fitness, Gymnastics and Fundamentals.

Key Stage 2 then develop these techniques to a complex level and enhance their tactical understanding through units such as Swimming, Invasion Games, Striking & Fielding and OAA.



Our Rainbow Promises in P.E:

Resilience and Perseverance:

Resilience and perseverance in P.E are essential personal qualities that help pupils overcome challenges, stay motivated, and continue improving their physical and mental abilities. These traits are developed through consistent practice, goal setting, and reflection. By fostering resilience and perseverance, P.E. helps pupils not only improve in sports but also develop a growth mindset that benefits them in school and life.

Articulate Learner:

At Parish, P.E fosters a clear and expressive needs to be an articulate learner. Our pupils are can clearly express their thoughts, feelings, and understanding about physical activity, movement, and performance. Furthermore, our pupils are able to explain strategies, describe techniques, reflect on their progress, and communicate effectively with peers and teachers.

Influence Aspirations

Within P.E, our pupils are inspired by learning about the key sporting heroes or icons– key individuals in areas of different sports that align with their class' current topic. Alongside this, our pupils are able to work, train and develop with expertly trained coaches or players in various sports such as rugby, dance and tennis.

Nurture Curiosity

Nurturing curiosity is a salient aspect of P.E curriculum as pupils are encouraged to explore, ask questions, and take an active interest in physical activity and skill development. This is fostered and maintained with teacher using open-ended questions to reflect and showcase pupil voice as well as allow our learners to use peer reflection.

British and Christian Values

British and Christian Values are explored through character development, respect, teamwork and community. Moreover, inclusive environments regardless of backgrounds, demonstrating compassion and humility, as well as promoting justice and the rule of law during team games are prominent examples of our values in actions.

Opportunities to Build on Knowledge and Skills

Pupils revisit, review and refine their previously taught fundamental skills as they begin to develop the skills further in more complex situations. Alongside this, pupils are encouraged to self-reflect and use peer review to revisit goals and enhance their ability to set personal targets.

Wellbeing and Health

Wellbeing and Health is vital aspect of our P.E curriculum. In each of our sessions, our pupils are encouraged to discuss, demonstrate and reflect on the positive impacts that physical activities has on our bodies, both physically and mentally. Furthermore, our after-school clubs echo this dedication to ensuring our pupils value and take care of their wellbeing and health.



Inclusive Practice in P.E.

EYFS as the Bedrock of Learning:

P.E in EYFS plays a significant and powerful role in providing essential learning for our young learners. Outlined below are some of the areas of Early Learning Goals and how P.E can allow our children to flourish.

Physical Development:

- **PE directly develops gross and fine motor skills– like running, balancing and catching.**
- **Improve spatial awareness, muscle strength and coordination.**
- **The positive development in terms of physical and mental–wellbeing through importance of exercise.**

Personal, Social and Emotional Development

- **Activities teach teamwork, cooperation, turn–talking, and use expressive language.**
- **Build and develop confidence and self–esteem through group activities.**

Communication and Language

- **Promote vital listening skills by following instruction and using expressive language**
- **Use of subject–specific enriching vocabulary**

Strong Foundations:

Building strong foundations through the PE curriculum is vital for supporting children's development across both physical and academic domains. Through carefully planned activities, children refine gross motor skills like balance, coordination, and core strength, which are essential for maintaining good posture and stamina in the classroom. Fine motor skills are also developed through tasks requiring precision and control, such as throwing, catching, or manipulating small equipment—skills that directly enhance handwriting and presentation. PE lessons also nurture crucial cognitive and social skills; children learn to listen carefully to instructions, follow sequences, and respond to feedback, all of which support learning beyond the PE space. Additionally, regular physical challenges foster resilience, helping children to persevere, recover from setbacks, and approach new tasks with confidence.

Meeting the needs of all learners:

Meeting the needs of all learners in Physical Education (P.E.) involves creating an inclusive, supportive, and adaptable environment where every student—regardless of ability, background, or confidence level—can participate, progress, and enjoy physical activity. Teachers at Parish achieve this through many adaptations. This includes following the STEP approach.

Space– Provide the appropriate amount of space to complete or perform a skill.

Task– Increase or decrease the challenge or level of support required for the learning of a new skill.

Equipment– The use of specific equipment to support all learners to achieve and perform a certain skill within independent and group activities.

People– The use of flexible groupings and partner work to influence and support other within the lesson. This also include the use of additional adults, and which group they work with.

Adaptive teaching in P.E. helps create a positive, inclusive, and supportive environment where every student can thrive physically, socially, and emotionally.



Wider Curriculum Considerations in P.E.

Teaching Pedagogy:

The teaching of P.E at Parish follows a clear and cohesive structure of recalling and retrieving previous knowledge before learning and developing a new skill to then apply this skills in an independent or team activity. Towards the end of the session, a plenary including a discussion point of good practice takes place for learners to understand what good practice is.

Alongside this, sporting heroes/icons are used to influence aspirations.

Developing Cultural Capital:

The children will learn about areas specific to PE such as functional skills, invasion games, gymnastics, dance, swimming, and striking and fielding games. In addition, they will also can attend sporting events and work with specialist coaches.

Personal Development:

Personal development in Physical Education is demonstrated by the growth of an individual's physical, mental, and social skills through participation in physical activities and sports. It goes beyond just improving fitness or learning game techniques—it helps pupils build confidence, resilience, and self-discipline. Through teamwork and competition, learners develop communication and leadership skills, learn to manage emotions, and gain a sense of responsibility and respect for others. P.E. also encourages goal setting, perseverance, and a positive attitude toward challenges, all of which are valuable in everyday life. Ultimately, personal development in P.E. supports pupils in becoming individuals who are prepared to healthy, active, and socially responsible lives.

Staff CPD:

Within recent academic years, staff have received various development opportunities.

- **Trialling a range of resources to assist in teaching of physical education.**
- **Working alongside expertly trained coaches to develop teacher's pedagogy.**
- **Disseminating expectation of the PE curriculum in staff meetings.**
- **Use Get Set 4 PE resources to inform planning and sequencing of lessons.**
- **Swimming trained teachers in Year 4, 5 and 6.**

Assessment:

There are many forms of assessment that are intertwine within our weekly P.E lessons. This includes:

- **Retrieval discussions based on previous lesson.**
- **Teacher observation of performance, knowledge of rules and sporting conduct.**
- **Final judgement as based on assessment criteria which is recorded on GetSet4PE.**
- **Report generated termly by subject leader alongside subject monitoring.**

