



PE Policy on a Page:



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.



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.



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.



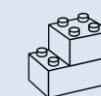
Curriculum Progression:

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.



Reading as the Beating Heart

Reading underpins children's ability to understand and follow instructions, interpret skills cards, and engage meaningfully with tasks. Through reading, pupils build the comprehension skills needed to navigate activities independently and safely. In EYFS and KS1, themed PE lessons—such as jungle adventures or space missions—we use storytelling and imaginative contexts to spark enthusiasm and encourage active participation, seamlessly blending literacy with physical development.



EYFS As the Bedrock:

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:

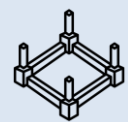
- Activities teach teamwork, cooperation, turn-taking, and use expressive language.
- Build and develop confidence and self-esteem through group activities.

Communication and Language:

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



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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.



Inclusive Practice - Meeting the needs of all learners:

At Parish we are able to support or challenge or support our pupils in a variety of ways using PEST.

- **People**— changing the number of people involved in the activity to make it easier or more difficult.
- **Equipment**— changing the equipment used to change the difficulty of an activity.
- **Space**— Increasing or decreasing space to change difficulty.
- **Task/Time**— changing time limits or entire activities to meet the needs of the class.

Allowing activities and all parts of the session to be accessible by all and making well-judged adaptations to ensure self-esteem is built throughout the session.



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.



Personal Development:

We influence aspiration in Physical Education through healthy participation, competitions, and our co-curricular offer. By encouraging students to engage in physical activity for enjoyment and well-being, we help them build confidence, self-belief, and a positive attitude toward personal improvement. Competitions provide opportunities for them to strive for excellence, experience success, and build resilience through both winning and losing. We use these experiences to highlight potential pathways in sport, such as joining clubs or pursuing higher-level performance. Our co-curricular offer broadens access to a variety of sports and activities, enabling students to discover new interests, develop leadership skills, and feel a strong sense of belonging. Together, these elements allow us to nurture aspiration and inspire every student to reach their full potential both in and beyond P.E.



Rainbow Promises:

The PE curriculum plays a key role in developing articulate, resilient learners by creating an environment where communication, determination, and skill-building go hand in hand.

Through structured activities and team games, children are encouraged to express ideas, explain tactics, and give and receive feedback—fostering clear, confident communication. As pupils encounter challenges, they learn to persevere, adapt, and try again, building resilience that supports both physical and emotional growth.

Whether mastering a new skill or refining a familiar one, PE offers repeated opportunities to practise, improve, and celebrate progress, laying the groundwork for confident, capable learners in all areas of school life.



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.**