



Trinity St. Peter's

Church of England Primary School

where children shine

PE

Curriculum

Policy

Guided by Our Faith in Everything That We Say and Do

Our School Vision



At Trinity St. Peter's, we are driven by the belief that every child is a star. In partnership with our local and global community, we equip each child with the skills, values, and mindset to shine.

We are committed to creating a school where every child feels they belong, where differences are recognised and celebrated, and where every individual is valued. Our curriculum is innovative, inclusive, and engaging, inspiring a lifelong love of learning and high aspirations.

We nurture children's growth academically, socially, emotionally, and spiritually. Through personal development and opportunities for pupil voice and leadership, we empower children to shape their futures and make a positive difference in the world.

Together, as a community, we work to ensure equity, success for all, and a deep celebration of diversity, rooted in kindness, inclusion, and mutual support.

PE Vision Statement:

Physical Education at Trinity St Peter's enables pupils to become confident movers, team players and evaluators who can participate, perform and reflect across a wide range of physical activities. Through purposeful, engaging and inclusive lessons, pupils develop physical competence, apply skills with control and creativity, and understand the importance of leading healthy, active lives.

Our PE curriculum develops resilience, collaboration and sportsperson-ship, preparing pupils for later life in a world where physical and mental wellbeing are increasingly recognised as essential. Pupils learn to think, perform and evaluate as sportspeople, applying their knowledge of rules, tactics, techniques and safe practice to real and meaningful contexts. Opportunities to compete, cooperate and reflect help pupils build character and embed values such as fairness, respect and perseverance.

Intent

The purpose of our PE curriculum is to equip every child with the knowledge, skills and attitudes they need to thrive as confident, active and healthy individuals.

We implement the National Curriculum to deliver a high-quality, engaging programme that inspires pupils to succeed and excel in physically demanding activities. The curriculum is designed to develop children's understanding of physical skills, tactics and safe practice through progressive experiences in games, dance, gymnastics, athletics, outdoor and adventurous activities and swimming.

We aim to foster a culture of enjoyment, participation and resilience, encouraging pupils to take risks, challenge themselves, reflect on their performance and learn from mistakes. Pupils build both substantive knowledge (rules, techniques, strategies) and disciplinary understanding (thinking, performing and evaluating like sportspeople).

Our curriculum is designed to develop key learning behaviours for later life, including teamwork, cooperation, resilience, critical thinking and leadership. Through this, pupils are prepared not only for the next stage of education but for life beyond school, where physical activity and wellbeing play a vital role.

The curriculum is carefully structured using a progressive scheme, Get Set 4 PE, to ensure pupils build on prior learning, experience a broad and balanced programme, and achieve clearly defined end points.

Implementation

All of our children will have consistent access to a broad, balanced and high-quality Physical Education curriculum which will:

- Develop the physical, social and emotional skills needed to participate confidently and successfully in a wide range of physical activities,
- Build and apply a repertoire of knowledge, understanding and skills in order to perform, refine and evaluate movement with accuracy, control and creativity,
- Enable pupils to collaborate, compete fairly and demonstrate sportsperson-ship, showing respect for others and understanding the importance of rules and safety,
- Provide opportunities for pupils to reflect on their performance, set personal goals and evaluate their own work and the work of others,
- Support pupils to understand the importance of health, fitness and wellbeing, including how physical activity contributes to a healthy lifestyle,
- Ensure all pupils have access to an inclusive curriculum, with adaptations and support for SEND pupils and opportunities for every child to experience success,

- Offer wider opportunities beyond lessons, including sports clubs, intra-school competitions, inter-school fixtures and leadership roles, to enrich pupils' experiences and promote lifelong participation,
- Use Get Set 4 PE to ensure progression, consistency and high-quality lesson design across all year groups.

In addition to this curriculum, we teach PE through the school's core values:

Service – Hope – Imagine – Nurture - Enjoy

Service

With Christ at the centre, Physical Education is more than a subject; it is a way for children to honour God through teamwork, discipline and care for themselves and others. Created in His image, we are called to use our bodies purposefully, to support one another and to act as compassionate stewards of our health and wellbeing. Our PE curriculum is rooted in the belief that every child has the potential to achieve excellence and serve others through fair play, cooperation and positive sportsperson-ship. Through engaging, meaningful physical activity, children develop a sense of awe and wonder for the capabilities of the human body and learn how their actions can uplift, encourage and support their community.

Hope

Learning through physical activity empowers pupils to embrace challenge, persevere through setbacks and grow through reflection. By engaging fully in practice, performance and evaluation, children learn that mistakes are a valuable and necessary part of improvement. Our PE curriculum promotes a growth mindset, helping pupils understand that success is achieved through effort, resilience and thoughtful refinement. Through the curriculum driver of resilience, children are encouraged to take risks, become resourceful and determined, and develop confidence as capable, active learners who see challenges as opportunities rather than obstacles.

Imagine

Our Physical Education curriculum is crafted to ignite curiosity, ambition and aspiration in every child. We nurture imaginative thinking by encouraging pupils to explore movement, experiment with tactics and reimagine solutions to sporting challenges. Through exposure to a wide range of activities, inspiring role models and real-world sporting contexts, children are encouraged to dream big, think creatively and begin to see themselves as athletes, leaders and innovators of the future.

Nurture

The curriculum provides a safe, inclusive and supportive environment where children can express themselves physically, collaborate with others and experience the joy of movement. Hands-on, active learning supports positive mental health, emotional regulation and the development of self-belief. We believe that purposeful physical activity and opportunities to succeed are powerful tools for personal growth. By valuing each child's contributions and encouraging teamwork, our PE curriculum nurtures confidence, independence and wellbeing.

Enjoy

We want our children to enjoy the challenge, energy and satisfaction that comes from participating in Physical Education. Pupils are guided through progressive activities that develop competence, confidence and a love of movement. They learn to perform skills safely and responsibly, understanding the importance of rules, respect and care for themselves and others. Learning about healthy lifestyles, fitness and wellbeing is woven throughout the curriculum, helping children understand how physical activity contributes to a happy, healthy life.

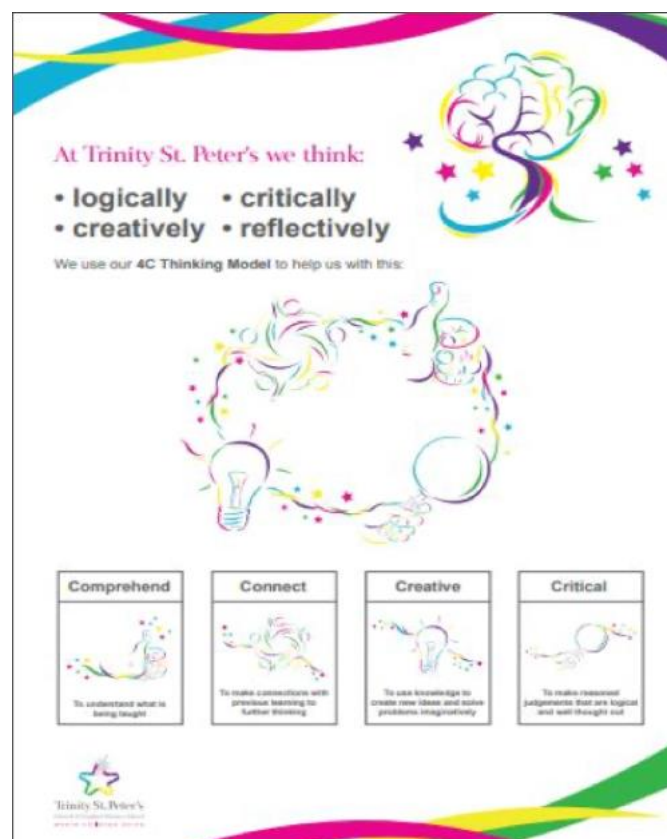
We support children in becoming active, healthy individuals who feel safe, included and confident to succeed.

In summary, guided by British and Christian values, pupils are encouraged to be respectful, responsible citizens who demonstrate fairness, honesty and compassion. Through success, we raise aspirations and broaden horizons by helping children understand how achievement in PE links to future goals. Carefully planned, real-life sporting experiences and visits from professionals working in sport, health and fitness provide tangible role models, inspiring pupils to aim high, work hard and believe in their potential to succeed in an ever-changing world.

4C Thinking Model

We also embed the school's 4C Thinking Model into all PE lessons.

The 4C Thinking Model (Comprehend, Connect, Creative, Critical) underpins all teaching and learning in PE. It supports pupils in understanding new skills and concepts, linking prior learning, exploring tactics and applying movement creatively. Teachers plan opportunities for pupils to think critically about their performance, make decisions and reflect on how to improve. Thinking Maps are used where appropriate to help pupils organise ideas, analyse movement and evaluate their progress.



Vocabulary is VITAL

Valued	We value vocabulary in PE and it underpins everything we do.
Identified	PE and sporting vocabulary is identified by the PE subject leader and is explicitly planned for.
Taught	Vocabulary is explicitly taught in every lesson. Our lesson plans identify the vocabulary to be taught and used and this is reinforced and built on over time.
Applied	Once vocabulary is taught, it is applied. Our children apply their vocabulary constantly throughout their PE lessons. Children are expected to be able to explain clearly using the correct vocabulary.
Learned	Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key PE and sporting vocabulary.

We follow the STAR approach (**S**elect, **T**each, **A**ctivate, **R**evisit) to teach new or unfamiliar vocabulary.

 Our STAR Vocabulary is:	 What does it mean?
 How does this word connect to the topic?	 How can I remember it?

EYFS

Through an 'explosion of experiences', our youngest sportspeople are introduced to the foundations of their Physical Education learning. Carefully planned physical opportunities, knowledge and skills are woven throughout provision and PE lessons to ensure children develop the building blocks needed for confident, active and healthy lives. High-quality books, stories and rhymes are used to enrich children's understanding of movement, health and physical activity. PE vocabulary is explicitly planned for, and staff model this language consistently to support children in developing early disciplinary understanding.

Physical activity is vital to children's all-round development. Gross and fine motor experiences develop incrementally throughout early childhood, beginning with sensory exploration and progressing to controlled movement, balance and coordination. Staff create games and provide opportunities for play both indoors and outdoors, supporting children to develop core strength, stability, spatial awareness, agility and coordination. Gross motor skills provide the foundation for healthy bodies and positive social and emotional wellbeing. Fine motor control and precision support hand-eye coordination, which later links to early literacy and wider learning.

Children are encouraged to be as active as possible throughout the school day. Daily movement routines, such as our Get Moving! sessions, help children begin each morning with energy, focus and joy. Within provision, children engage in repeated and varied opportunities to explore movement, practise skills and develop confidence. Thinking Maps are used where appropriate to help children organise ideas, reflect on movement and begin to evaluate their own performance.

The foundations of PE learning in EYFS are carefully linked to Year 1 and beyond. Our curriculum is supported by the Get Set 4 PE scheme of work, which provides a clear and progressive structure, ensuring full coverage of early physical development and smooth transition into the National Curriculum. Lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

Both our staff and children are enthusiastic about Physical Education. Through ongoing CPD, we strive to ensure teachers have expert knowledge of the subject they teach. External specialist teachers deliver some sessions, and staff view these as valuable professional development opportunities. Our pedagogy is firmly rooted in our curriculum intent of embedding concepts into long-term memory so that substantive and disciplinary knowledge can be recalled and applied fluently.

We firmly believe that all children should have full access to our PE curriculum. Lessons and provision are adapted where appropriate to meet the needs of all pupils, including those with additional needs, ensuring every child experiences success, inclusion and joy in movement.

Sequence Structure

PE sequence structure	
Phase 1 – Revise	Prior learning, skills, vocabulary and knowledge are revisited
Phase 2 – New learning – practise and apply	- Medium term planning to inform lessons - Skills explicitly taught - Vocabulary explicitly taught - Knowledge taught - Quality First Teaching
Phase 3 – Team game/performance	- Skills are practised and applied in a team game/performance - Assessment task

Lesson Structure

Each lesson, within the sequence, follows the structure so skills, key vocabulary and knowledge are constantly revisited and transferred to long term memory.

Within a PE unit of work, children will learn a new skill and will revisit the skills they have learnt before. The children will have opportunities to practise the skills they have learnt within a series of team games in each session.

PE lesson structure	
Revise, recap and warm up	• Recap previous learning and activate prior knowledge • Refer to Knowledge Organiser • Introduce and teach STAR vocabulary • Link to previous PE learning and real-life context •
Phase 2 – New learning, practise and apply	• Teach new knowledge and skills through modelling • Use of vocabulary in discussion and explanation • Childre practise and apply skills • Quality First Teaching
Phase 3 – Cool down and review	• Evaluate their performance • Revise and review new skills • Cool down • Use subject-specific vocabulary to explain thinking • Formative assessment to inform next steps

Oracy in PE

Opportunities for structured talk are embedded throughout PE lessons. Pupils are encouraged to explain tactics, describe movement, justify decisions and evaluate performance using subject-specific vocabulary. Teachers model and scaffold language through sentence stems such as:

- “I chose this tactic because...”
- “This skill worked well because...”
- “Next time I would improve by...”

This supports deeper understanding and strengthens pupils’ ability to think, perform and communicate as sportspeople.

PE Long Term Plan

All our planning is based on our key principles and intent for our curriculum.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Introduction to PE Unit 1 Large Equipment	Fundamentals Unit 1	Gymnastics Unit 1 Large Equipment	Dance Unit 1	Games Unit 1 Large Equipment	Ball Skills Unit 1 Sports Day
Reception	Introduction to PE Unit 2 Large Equipment	Fundamentals Unit 2	Gymnastics Unit 2 Large Equipment	Dance Unit 2	Games Unit 2 Large Equipment	Ball Skills Unit 2 Sports Day
Y1	Fundamentals Ball Skills	Dance Target Games	Team Building Gymnastics	Invasion Sending & Receiving	Net and Wall Yoga	Athletics Striking & Fielding
Y2	Fundamentals Dance	Ball Skills Team Building	Sending & Receiving Yoga	Invasion Fitness	Net and Wall Gymnastics	Athletics Striking & Fielding
Y3	Hockey Gymnastics	Netball Dance	OAA Dodgeball	Tennis Football	Yoga <i>Swimming</i>	Cricket Sports Day <i>Swimming</i>

Y4	Fitness/Dance <i>Swimming</i>	Gymnastics <i>Swimming</i>	Dodgeball Football	Netball OAA	Baseball Tri Golf	Tennis Athletics/ Sports Day
Y5	OAA Fitness	Dodgeball <i>Swimming</i>	Netball <i>Swimming</i>	Dance Kinball	Tennis/ Badminton Cricket	Tri Golf Rounders
Y6	OAA Dodgeball	Fitness/Dance Athletics	Tag Rugby Gymnastics	Yoga <i>Swimming</i>	Hockey <i>Swimming</i>	Tennis/ Badminton Rounders

Progression Documents

A comprehensive set of progression documents from **Get Set 4 PE** supports teachers in understanding how knowledge and skills build from EYFS to Year 6. These documents ensure clear progression in fundamental movement skills, sport-specific techniques, rules, tactics, evaluation and health-related knowledge across the curriculum. All progression materials are accessed by staff through Get Set 4 PE (and are not published in full here due to copyright reasons).

 Skills	Athletics Progression Ladder	Knowledge 
Running: demonstrate a clear understanding of pace and use it to develop their own and others sprinting technique. Jumping: develop power, control and technique in the triple jump. Throwing: develop power, control and technique when throwing discus and shot put.	Year 6	Running: understand that I need to prepare my body for running and know the muscle groups I will need to use. Jumping: understand that a run up builds speed and power and enables me to jump further. Throwing: understand that I need to prepare my body for throwing and know the muscle groups I will need to use. Rules: understand and apply rules in events that pose an increased risk.
Running: apply fluency and co-ordination when running for speed in relay changeovers. Effectively apply speeds appropriate for the event. Jumping: explore technique and rhythm in the triple jump. Throwing: Develop technique and power in javelin and shot put.	Year 5	Running: understand that taking big consistent strides will help to create a rhythm that allows me to run faster. Understand that keeping a steady breath will help me when running longer distances. Jumping: know that if I drive my knees high and fast I can build power and therefore distance in my jumps. Throwing: know how to transfer my weight in different throws to increase the distance. Rules: understand and apply rules in a variety of events using official equipment.
Running: develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique. Jumping: develop technique when jumping for distance. Throwing: explore power and technique when throwing for distance in a pull and heave throw.	Year 4	Running: understand that I need to pace myself when running further or for a long period of time. Understand that a high knee drive, pumping my arms and running on the balls of my feet gives me power. Jumping: understand that transferring weight will help me to jump further. Throwing: understand that transferring weight will help me to throw further. Rules: know and understand the rules to be able to manage our own events.
Running: develop the sprinting technique and apply it to relay events. Jumping: develop technique when jumping for distance in a range of approaches and take off positions. Throwing: explore the technique for a pull throw.	Year 3	Running: understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down. Jumping: know that if I jump and land quickly it will help me to jump further. Throwing: understand that the speed of the movement helps to create power. Rules: know the rules of the event and begin to apply them.
Running: develop the sprinting action. Jumping: develop jumping, hopping and skipping actions. Explore safely jumping for distance and height. Throwing: develop overarm throwing for distance.	Year 2	Running: know that running on the balls of my feet, taking big steps and having elbows bent will help me to run faster. Jumping: know that swinging my arms forwards will help me to jump further. Throwing: know that I can throw in a straight line by pointing my throwing hand at my target as I let go of the object. Rules: know how to follow simple rules when working with others.
Running: explore running at different speeds. Jumping: develop balance whilst jumping and landing. Explore hopping, jumping and leaping for distance. Throwing: explore throwing for distance and accuracy.	Year 1	Running: understand that if I swing my arms, it will help me to run faster. Jumping: know that landing on the balls of my feet helps me to land with control. Understand that if I bend my knees, it will help me to jump further. Throwing: know that stepping forward with my opposite foot to hand will help me to throw further. Rules: know that rules help us to play fairly.
Running: explore running and stopping safely. Jumping: explore jumping and hopping safely. Throwing: explore throwing to a target.	EYFS	Running: know that I use big steps to run and small steps to stop. Know that moving into space away from others helps to keep me safe. Jumping: know that bending my knees will help me to land safely. Throwing: understand that bigger targets are easier to hit. Rules: know that rules help us to stay safe.
Games Unit 1 & 2	Fundamentals Unit 1 & 2	Ball Skills Unit 1 & 2

Assessment in PE

Assessment in Physical Education is ongoing and based on pupils' ability to perform skills, apply tactics, work collaboratively and evaluate their own and others' performance, alongside their understanding of health, fitness and safe practice. Teachers assess pupils through:

- Observation during practical activities
- Discussion and pupil voice
- Evaluation of performance and decision-making
- Review of recorded outcomes such as photographs, videos and reflection tasks
- Opportunities for pupils to self-assess and identify next steps for improvement

Assessment takes place at key points:

- Start of unit – prior knowledge, physical competence and understanding of key vocabulary
- During lessons – teacher observation, feedback and opportunities for pupils to reflect and improve
- End of unit – evaluation of performance, application of skills and reflection on progress

Assessment is used to inform future planning and ensure clear progression across year groups. Get Set 4 PE assessment tools and guidance support teachers in making accurate judgements about pupils' attainment and progress in Physical Education. Units follow a clear structure that aligns with our whole-school approach to developing substantive and disciplinary knowledge, ensuring pupils build competence, confidence and understanding over time.

Subject Leadership and Monitoring

The Physical Education subject leader is responsible for monitoring the quality of teaching and learning across the school. This includes:

- Reviewing planning and curriculum coverage
- Observing lessons and practical sessions
- Gathering pupil voice
- Monitoring progression, participation and outcomes
- Supporting staff through CPD, modelling and guidance

Monitoring ensures that the PE curriculum is implemented consistently and that all pupils receive a high-quality Physical Education experience.

Impact

Our well-constructed and well-taught Physical Education curriculum leads to strong outcomes. These outcomes reflect what our children have learnt, remembered and can apply in a range of physical contexts. Our philosophy is that a broad and balanced curriculum leads to great outcomes and enables pupils to meet clearly defined end points at the end of each key stage. National assessments and wider participation indicators provide useful insight into the progress our children make.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. Through a growth-mindset approach, pupils develop resilience, determination and the ability to retrieve key facts, skills and vocabulary from their long-term memory. At every stage, the quality of children's participation, performance and understanding is of a high standard. Pupils are able to confidently talk about their learning, explain tactical decisions and evaluate their performance using appropriate subject-specific vocabulary. All learning is built towards an end point, and at each stage of their education, we prepare our children for the next stage.

We ensure all our children read to a stage-appropriate level and fluency through disciplinary literacy in PE lessons, where vocabulary, structured talk and accurate modelling support pupils in thinking and communicating as sportspeople.

The impact of the PE curriculum is measured through the following:

- Assessment at the end of each unit of work
- Vocabulary and knowledge checks at the end of lessons and sequences
- Pupil voice
- Progress evident in children's practical performance, videos, photographs and records of experiences
- Seeking views of parents where appropriate
- Monitoring of participation in clubs, competitions and wider sporting opportunities
- Evidence of teamwork, leadership and communication demonstrated consistently in lessons

Policy reviewed: 2025/26

Next review: 2027/28