



Together with Jesus, we grow in love



Holy Family Catholic Primary School

PE Policy

Last reviewed: September 2026
Review date: September 2027

Statement of Intent

At our school, we believe that PE plays a vital role in supporting pupils' physical development, health and well-being. Through high-quality PE, pupils develop the skills, knowledge and confidence to participate in a wide range of physical activities and lead active, healthy lifestyles.

Our PE curriculum is designed to:

- Develop physically competent and confident learners
- Provide a broad and balanced range of physical activities
- Build progressive skills in agility, balance, coordination, strength and stamina
- Enable pupils to apply skills in competitive and cooperative situations
- Promote teamwork, resilience, respect and sportsmanship
- Foster enjoyment of physical activity and a lifelong commitment to health and fitness

The curriculum meets and exceeds the requirements of the National Curriculum for PE and is carefully sequenced to ensure clear progression in skills, knowledge and vocabulary from EYFS to Year 6.

Aims

The aims of teaching PE at our school are to:

- Develop fundamental movement skills including running, jumping, throwing and catching
- Enable pupils to participate in a wide range of physical activities and sports
- Build physical fitness including strength, flexibility, stamina and coordination
- Develop understanding of tactics, strategies and fair play
- Promote positive attitudes towards competition and teamwork
- Ensure pupils understand how to improve their performance
- Encourage pupils to lead healthy, active lifestyles

Curriculum Organisation

Structure

PE is taught through a progressive programme across all year groups:

EYFS:

- Development of gross motor skills through play, exploration and structured activities

Key Stage 1:

- Fundamental movement skills
- Introduction to games, dance and gymnastics
- Development of simple tactics and movement patterns

Key Stage 2:

- Application of skills in competitive games
- Development of tactics for attacking and defending
- Dance, gymnastics and athletics with increasing complexity
- Outdoor and adventurous activities
- Swimming (Years 5 and 6 or earlier where required)

Sequencing and Progression

The curriculum is structured to ensure:

- Skills are taught progressively from simple to complex
- Knowledge builds cumulatively across year groups
- Vocabulary is explicitly taught and revisited
- Pupils move from:
 - **exploring skills → developing control → applying skills → refining performance → independent and fluent participation**

For example:

- Fundamental skills develop from basic coordination in EYFS to controlled and fluent movement in KS2
- Games progress from simple sending and receiving to tactical play under pressure
- Gymnastics and dance develop from basic actions to composed sequences and performances

Teaching and Learning

PE is taught through a combination of:

- direct teaching and modelling
- structured practice
- collaborative and competitive activities
- reflection and evaluation

Lessons are designed to:

- develop physical skills through repetition and practice
- provide opportunities to apply skills in different contexts
- encourage pupils to reflect on and improve their performance
- build confidence and resilience

Knowledge and Skills Development

Pupils develop:

- **Physical skills:** movement, coordination, control and technique
- **Cognitive skills:** decision-making, tactics and strategy

- **Social skills:** teamwork, leadership, communication and respect
- **Personal skills:** resilience, confidence and perseverance

Vocabulary Development

Key vocabulary is:

- explicitly taught in each unit
- revisited and built upon across year groups
- applied in discussion, reflection and evaluation

This ensures pupils can:

- describe movements and techniques
- explain tactics and strategies
- evaluate performance using subject-specific language

Inclusion and Diversity

The PE curriculum is fully inclusive and ensures that:

- all pupils have access to high-quality physical education
- activities are adapted to meet the needs of all learners
- support is provided where required to ensure success

Teaching is adapted through:

- differentiation of tasks
- use of appropriate equipment
- targeted support and scaffolding

Enrichment and Cultural Capital

We enhance the PE curriculum through:

- opportunities for competition and participation in events
- extracurricular clubs and activities
- exposure to a wide range of sports and physical activities
- learning about significant sportspeople and role models

This helps pupils to:

- understand the role of sport in society
- develop aspirations and interests beyond the classroom

Assessment

Assessment in PE is ongoing and formative. Teachers assess pupils through:

- observation of performance
- questioning and discussion

- application of skills in activities and games

Progress is measured against:

- development of physical skills
- understanding of tactics and rules
- use of vocabulary
- personal progress and improvement

Teachers use assessment to:

- inform planning
- adapt teaching
- support pupil progress

Impact

The impact of the PE curriculum is that pupils:

- demonstrate increasing control, coordination and confidence in physical activity
- apply skills effectively in a range of contexts
- understand and use tactics in competitive situations
- show resilience, teamwork and respect for others
- understand the importance of physical activity for health and well-being
- use appropriate vocabulary to describe and evaluate performance

By the end of Year 6, pupils are able to:

- perform a wide range of physical skills fluently and confidently
- apply tactics and strategies effectively in games
- evaluate and improve their own and others' performance
- demonstrate leadership, teamwork and sportsmanship
- take responsibility for their own health and fitness

Monitoring and Evaluation

The subject leader is responsible for:

- monitoring the quality of teaching and learning in PE
- reviewing planning and pupils' performance
- gathering pupil voice
- ensuring progression and curriculum coverage

This is carried out through:

- lesson observations
- assessment reviews
- pupil discussions
- curriculum evaluation

Equal Opportunities and Inclusion

We ensure that all pupils:

- access a broad and balanced PE curriculum
- are supported to achieve their full potential

Teaching is adapted through:

- scaffolding and differentiation
- use of equipment and resources
- targeted intervention and support

Review

This policy will be reviewed annually by the subject leader to ensure it reflects current practice, National Curriculum guidance and school priorities.