



St Joseph's Catholic Voluntary Academy

PE Policy

Policy Date: September 2026

Policy Lead: J Devanny

MISSION STATEMENT

We are proud of our school as a place of learning, prayer and happiness.
Hand in hand with God, Our Lady and St. Joseph, we promise to work hard and be kind to one another so that
we can grow stronger together in faith.

Aims of the Curriculum

At St Joseph's we value every child as a gift from God.

Our curriculum is created with a deep understanding of how our faith influences our thoughts, decisions and actions.
Resilience and pride shape the learning culture within this school for both children and adults. Having the highest aspirations for and of all, we learn together, opening minds and creating an environment of intellectual curiosity.

Working towards a rich and meaningful curriculum that reflects the diverse population of our school family. Teaching children about where they live, making experiences personal and memorable.
Giving children worldwide experiences that help them to understand who they are.

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

PE – Intent

Physical education at St Joseph's aims to develop the knowledge, skills and the physical wellbeing in our children now and for their future. Physical fitness is an important part of leading a healthier lifestyle. From an early age we promote that children must work hard, show resilience and have the determination to believe that anything can be achieved. Our intent is to teach children life skills that will positively impact their future. We aim to do this by delivering weekly high-quality lessons both indoors and outdoors that give the children ample learning opportunities. Lessons are delivered by not only class teachers and qualified teaching assistants, but lessons are also taught by highly skilled sports coaches. We want to teach children how to succeed in physical activities. We want

to teach the children how to cooperate with others, as part of a team understanding fairness and equity of play to embed lifelong British values.

Our PE curriculum incorporates a variety of sports to ensure all children become physically confident in a way in which supports their health and fitness. Fundamental skills are built on throughout the year groups giving the children confidence across a wide range of sports. We want the children to understand and appreciate their own and others' strengths and weaknesses. We provide opportunities for all children to engage in extra-curricular festivals after school which enables not only the less active pupils, but also the most able children to develop their skills in specific sports in addition to these competitive sporting events are also attended regularly. This is an inclusive approach which endeavours to encourage not only physical development but also well-being. The curriculum aims to improve the wellbeing and fitness of all children, not only through sporting skills taught, but through the underpinning values and disciplines PE promotes. Within the lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives.

Implementation – Planning and Teaching

Teachers create a positive attitude to PE learning within their classrooms and reinforce an expectation that all pupils are capable of achieving high standards in PE. Our PE curriculum is based on the 2014 National Curriculum in England and is designed to ensure progression and continuity. It covers a wide range of activities including games, gymnastics, dance, athletics, and outdoor adventurous activities. Lessons are carefully planned to cater to the needs of all pupils, including those with SEND and those who are gifted and talented in PE. PE teaching at St Joseph's follows best practices in pedagogy, with a focus on providing inclusive and engaging lessons. Teachers use a variety of teaching styles and resources to deliver high-quality PE lessons. We also provide opportunities for pupils to participate in competitive sports and activities to promote teamwork and sportsmanship.

Impact

Children leave school having a love of sport and physical activity both in and out of school, with this continuing into later life. Children will have worked on their own aspirations in relation to PE and this will be carried on after leaving KS2, with children continuing to participate for enjoyment or competitively. All children should be able to discuss the importance of a healthy lifestyle and how this is achieved as well as developed skills that underpin life such as teamwork, sportsmanship, self-motivation, resilience and independence.

Assessment, Recording and Reporting

Children's progress is continually monitored throughout their time at St Joseph's and is used to inform future teaching and learning. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study as set out in the National Curriculum. These are set out as statutory requirements. We also draw on the non-statutory requirements to extend our children and provide an appropriate level of challenge. Children receive effective feedback through teacher assessment. Children are guided towards achievement of the main objective using process based 'success criteria', provided by and explained by the teacher. Children will have these to refer to in the lesson. Assessment for

learning is continuous throughout the planning, teaching and learning cycle. In KS1 and KS2, this is carried out using a variety of methods: -

- Observing children at work, individually, in pairs, in a group, and in classes.
- Questioning, talking and listening to children
- We are able to measure the impact of the PE curriculum through Pupil Voice and staff discussions..

Inclusion and Adaptive Teaching

At St Joseph's Catholic Primary School, we believe that every pupil should experience success and enjoyment in Physical Education. Lessons are carefully planned and adapted so that all pupils, including those with SEND, disadvantaged pupils, pupils with English as an Additional Language and higher-attaining pupils, can participate fully in an ambitious curriculum and make excellent progress.

Adaptive teaching strategies may include:

- Flexible groupings and carefully selected partners
- Peer and teacher modelling of skills and techniques
- Clear demonstrations and step-by-step instructions
- Visual prompts, movement cues and task cards
- Simplified or adapted rules, equipment and playing areas
- Additional opportunities to practise and revisit skills
- Targeted adult support where appropriate
- Alternative ways to participate and demonstrate achievement
- Additional challenge through increasingly complex skills, tactics and leadership opportunities

Where pupils have an EHCP or SEND Support Plan, activities are adapted in line with their individual targets and recommendations from external professionals. Appropriate adjustments are made to equipment, space, instructions and levels of support while maintaining high expectations, promoting independence and ensuring that every pupil can participate safely and confidently.

Role of Subject Leader

The Subject leader has a variety of roles.

These include:

- taking the lead in policy development and quality assuring toolkits, resources and teaching plans throughout the school
- supporting colleagues in their development and implementation of subject knowledge, toolkits, resources and plans and assessment and record-keeping activities;
- monitoring progress and advising the Senior Leadership Team on action needed;
- taking responsibility for the purchase and organisation of central resources,
- using release time to support colleagues
- keeping up-to-date through research and continuing professional development.

Headteacher Responsibilities

The Headteacher is responsible for:

- Ensuring that PE is given appropriate importance within the curriculum.
- Ensuring that the subject meets statutory requirements and reflects the aims of the National Curriculum.
- Providing appropriate support, time and resources for effective subject leadership.

- Ensuring staff have access to relevant professional development.
- Supporting the Subject Leader in monitoring and evaluating curriculum quality.
- Ensuring that pupils' entitlement to a broad and balanced curriculum is maintained.
- Ensuring that safeguarding and health and safety requirements are met.

Governors' Responsibilities

The Governing Body is responsible for:

- Supporting and challenging leaders to ensure that PE contributes effectively to pupils' wider education.
- Ensuring that statutory curriculum requirements are met.
- Monitoring the impact of PE provision as part of the school's curriculum monitoring processes.
- Supporting the school's commitment to providing a rich, ambitious and inclusive curriculum.
- Ensuring that appropriate resources are available to support high-quality teaching and learning.
- Understanding how PE contributes to pupils' personal development, creativity and preparation for life beyond primary school.

Policy Review

This policy will be reviewed every three years or sooner if required due to:

- Changes in statutory guidance.
- Updates to the National Curriculum.
- Changes in school priorities.
- Recommendations from monitoring activities.

The PE Subject Leader will be responsible for reviewing and updating this policy in consultation with senior leaders.