



St. Paul's Catholic Junior School
PE Curriculum and Teaching Policy
October 2025

*'Learning from the example of Jesus, our school will
be a place where everyone feels loved,
valued and encouraged to be and do the best they
can.'*

Reviewed and agreed by governors	November 2025
Next review	October 2027
Headteacher	J. Luck
Chair of governors	M. Evans

Programme of study (National Curriculum 2014)

'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'

Intent

There are several key concepts which drive the PE curriculum at St. Paul's:

1) MISSION STATEMENT

At St. Paul's Catholic Junior School, everything that we do centres around our Mission Statement:

'Learning from the example of Jesus, our school will be a place where everyone feels loved, valued and encouraged to be and do the best they can.'

We live out this mission statement through developing an ethos and curriculum that encourages our pupils to **be kind, be respectful and be resilient**. As a Catholic school, we believe that fostering a knowledge of Christ and nurturing the spiritual, personal, moral and cultural development of our pupils is fundamental to all that we do.

2) KNOWLEDGE RICH AND HUMANITY RICH

Our PE Curriculum uses the National Programme of Study and content as its basis, whilst promoting our key values of kindness, resilience and respect. We aim for all our children to be independent, active, responsible, articulate and confident citizens of the future. Our approach to PE is both knowledge rich, covering the objectives of the National Curriculum. At St Paul's, however, we also strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and achieve. We provide a safe and supportive environment for children to flourish in a range of different physical activities which is essential in supporting their physical, emotional, spiritual, social and moral development. The aim of Physical Education is to promote physical activity and healthy lifestyles. Children are taught to observe fair play and good sporting behaviour as individual participants, team members and spectators, thus embedding life-long values such as kindness, respect and collaboration.

3. ORACY

Talk promotes empathy and a positive sporting attitude. Oracy runs as a thread throughout the entire curriculum, but opportunities to develop these skills further are embedded into PE lessons, to encourage our pupils to acquire a strong command of the subject specific vocabulary and to develop the ability to articulate their opinions and ideas with clarity and confidence. We aim to promote a talk and vocabulary rich environment in all lessons.

4. RESILIENCE

We aspire for children to adopt a positive mind-set and believe that anything can be achieved with determination and resilience.

5. MENTAL AND PHYSICAL WELL BEING

At St Paul's, we encourage all children to develop their understanding of the way in which they can use their body, equipment and apparatus safely to achieve their personal goals. All children have the opportunity to enjoy being physically active, maintain a healthy lifestyle and using sport, increase their self-esteem. British Values are central to our whole curriculum approach.

6. TRANSITION

We aim to work closely with our feeder Infant school, enabling a smooth transition in skills and knowledge from KS1 to KS2. We also aim to ensure that pupils' PE skills in all areas prepare them for the demands of KS3.

We are committed to weaving career related learning through our History curriculum to prepare all of our pupils for the future.

In all History lessons, we highlight and reference nine key life skills:

- **Listening:** ability to listen critically to others
- **Presenting (speaking):** speaking clearly & ability to present oneself
- **Problem Solving:** finding many solutions to a problem
- **Creativity:** thinking of new / different ways to do things
- **Staying Positive:** being resilient in challenging situations
- **Aiming High:** aspiring to do your best in any task/ career
- **Teamwork:** being able to get along with others
- **Leadership:** ability to make difficult decisions and get support from others
- **Adaptability:** ability to thrive and cope in changing conditions

Implementation

Our PE curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before. We recognise that new learning is fragile, so our approach is generative and sticky, enabling our pupils to make links between new and existing knowledge to aid long term retention. At St Paul's, our PE curriculum is planned to include a range of indoor and outdoor based lessons throughout the year and provides a progressive learning programme. All children receive at least one full hour of engaging, high quality and enjoyable PE lessons per week, as well as taking part in at least half an hour of physical activities per day.

Our PE curriculum is sequenced to ensure progression of knowledge and skills throughout a child's primary education, thus enabling children to build upon prior experiences and apply these with confidence. We liaise with KS1 as far as possible to ensure that we in KS2 are building on prior learning. Our progression mapping and long term planning allows for all our children to take part in a range of invasion, striking & fielding or net & wall games. We also promote imagination and creativity in gymnastics and dance as well as providing opportunities for athletics using both indoor and outdoor environments. Children are also given the opportunity to participate in outdoor and adventurous activities as part of our PE curriculum. Children are provided with swimming lessons in Year 4 and then again in Year 6. Quality first teaching is applied in all lessons.

At St Paul's we recognise the importance of being physically active throughout the school day. Regular breaktimes allow for sports and activities on the yard. Playtimes are an important part of our pupils being happy, healthy and ready to learn. We have well-staffed and equipped playgrounds and a sports field. To develop leadership and communication skills, children in Years 5 and 6 children can apply to become 'Young Sports Leaders'. We are developing these to encourage younger children to learn how to play collaborative games, to respect rules and to be as active as possible during playtimes. Children selected are positive role-models for younger members of the school, organising lunchtime games and assisting with annual sports days.

We give pupils from Year 5 to Year 6 the opportunity to participate in an outdoor sporting residential. These range from a two night trip to PGL to a week skiing with the Liverpool Primary Ski Association.

We believe that it is vitally important for children to develop their own opinion and ideas about PE, promote a healthy lifestyle and how health and wellbeing can have an impact on society. We are

committed to closing the vocabulary gap that exists between children in order to widen their opportunities in life. In order to facilitate this, we promote quality talk, encouraging children to reflect verbally on the performance of others, and also to help them articulate and evaluate their own performance. Vocabulary development is integral to the teaching of PE within St. Paul's. Progression maps for vocabulary are used to ensure prior learning in this area is built on from year to year. Vocabulary is also progressively taught between lessons in each topic.

Children also have the opportunity to further cement and develop skills learnt at school in our after school and lunchtime sports clubs. These are run by a combination of school staff and external providers. At St Paul's we aim to provide a broad range of activities based on children's interests and new initiatives.

Inter and intra sports competitions are a strength of the school and we aim to give all children the opportunity to experience competitive sport by planning and participating in regular school-based events such as sports days and other local events that may be appropriate and available. We also have intra-house competitions each term. We regularly compete from Year 3 to Year 6 in various inter school competitions (LSSP competitions, football leagues, netball and LDCSA athletics competition). Although we enjoy the competitive nature of sport and have been very successful in recent years, we also appreciate and encourage the importance of children 'having a go' and promote positive experiences of being physically active and not always participate to win. We have an inclusive approach, aiming to allow pupils who wish to participate an opportunity to do so, valuing the importance of physical and mental well-being. Our inter house Sports Days give all pupils the chance to participate in an accessible way.

Assessment:

The monitoring cycle is set out by the senior leadership team at the beginning of each academic year. Monitoring includes book scrutinies, lesson observations, learning walks and pupil/staff voice surveys. All monitoring undertaken helps to improve our practice, with the aim of bettering the outcomes for our pupils.

Formative assessment is an integral part of daily lessons and is first and foremost the essence of helping our pupils to make instant progress in both disciplinary and substantive knowledge. We use live marking and verbal feedback in all lessons to enable teachers to target next steps for pupils effectively. Opportunities for children to review and improve their learning are embedded into each lesson.

Termly data drops take place for PE. These provide a 'snapshot in time' of pupils' understanding related to the set out objectives of the curriculum that has been delivered. To aid teachers in making judgements, internal standardisation takes place each term for PE, with teachers across the school reviewing and moderating a selected sample of pupils' work to against the relevant progression map objectives. This may include video or photo evidence. Both the data drops and standardisation receipts help the subject lead and SLT to analyse current trends and hone in on vulnerable groups that might require further support or intervention.

Implementation relating to SEND and inclusion

Teachers at St. Paul's Junior School consistently plan from the outset, set high expectations, suitable challenges and remove any barriers for learning, for all pupils. We firmly believe that 'good teaching for pupils with SEND is good teaching for all' (EEF 2020). Quality First Teaching is paramount to this and teachers will also encourage and support independence wherever possible so that the children are able to learn more, complete more independently, remember more and prepare for the tomorrow. Many of our strategies are based on Rosenshine's Principles for Learning and are also in line with EEF guidance on high quality teaching and special educational needs in mainstream settings (2021). Retrieval practice is central to our approach, as we recognise that new learning is fragile and that knowledge must be revisited to embed it and help children commit learning to long term memory. Our classroom environments support the children's long term learning as much as possible. Display boards within all classrooms are added to progressively from lesson to lesson in topics with key vocabulary. These can then be referred back to in the next lesson to promote sticky learning and to scaffold all children in retaining key language and information. Retrieval quizzes at the start of lessons ensure that prior learning is revisited. Our curriculum is designed in such a way as to ensure that prior learning is revisited and can be progressively built upon.

Teachers use appropriate assessments to help inform their planning, this way a person-centered approach ensures progress is made and makes their learning a personalised experience. This approach is used for all pupils in the class, focusing particularly on the following groups of children:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND

- Pupils with English as an additional language (EAL)
- Pupil premium children
- Pupils with summer birthdays

Teachers will plan lessons so that pupils with SEND are able to successfully access the History curriculum and ensure that there is no ceiling placed on their learning or what they can achieve. This includes promoting independence and allowing the children to feel a sense of equality and belonging in their classroom environment. We aim for all children, as far as possible, to be able to access learning in lessons. The children are supported in many different ways and this support is adjusted according to the children's needs and their way of learning, processing information and recording their work. These strategies include:

- Oral rehearsal of sentences before committing ideas to paper.
- Vocabulary written on board for all children to access (or on a whiteboard for a specific child/group).
- Screen shots taken of board work and placed in front of the children on an ipad.
- Extra/focused explanation.
- Video recording of work if writing is an issue/use of speech notes on Book Creator.
- Modelling of work before asking children to complete it.
- Sentence stems written on board to help children to frame their answers.
- Step by step instructions for a task. These can be voice recorded if needed.
- Tasks chunked with breaks as required.
- Use of a task organiser to increase independence levels.
- Use of concrete resources where needed.
- Overlearning and precision teaching of facts and information needed for the topic.
- Additional time to complete tasks and process information if needed.
- Use of concept cartoons to promote critical thinking.
- Peer/group work (particularly structured talk).
- Visual formats to help them to manage their time more effectively.
- Speaking slowly and getting children to confirm his understanding by asking questions regularly.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English; our whole school focus on Oracy is an important level of support for these children. This enables teachers to support pupils to take part in all subjects.

Impact

- to enable all of our pupils to make good progress across all areas of the PE curriculum, from whatever the individual's starting point may have been. We define progress as knowing more and remembering more. It is the widening and deepening of knowledge, skills, understanding and behaviours.
- to provide pupils with a language rich PE experience, giving them the skills required to grow into independent and confident citizens, who can express their opinions on different areas of physical activity.
- for our pupils to be kind, respectful and resilient and to carry these skills forward into their future.
- for pupils leaving us to be well prepared for the next stage in their lives, particularly for the further study of PE at KS3, but also with skills that they can take into their future careers.
- for PE to promote good levels of self esteem; to allow our children to improve their physical and mental well being.
- for all pupils to feel inspired that they can use their PE skills to make a positive difference in their own lives, within society and to the world around them.