



PE

PE



**St Joseph's
Catholic Primary School**



Let the Light of Christ Shine Bright

PE at St Joseph's

Intent

Our curriculum is designed so that every child knows I **can achieve** through progressive, inclusive lessons that build skill, stamina and self-belief. Pupils are encouraged to **take opportunities** to try new sports, develop leadership, and experience the joy of friendly competition. They learn that as **children of God**, their bodies are gifts to be respected and cared for, and that physical activity is one way we honour this gift. Through collaboration, teamwork and community participation, pupils also understand that they **belong to the world** — recognising how physical activity connects them to others, locally and globally, as part of a wider sporting world.



I AM ACTIVE Our PE Vision




- Demonstrate resilience and confidence when taking part in a broad range of physical activities
- Show respect, honesty and justice when working as a part of a group and competing against others
- Be physically active for sustained periods of time and understand the importance of leading a healthy lifestyle
- Engage fairly in competitive sports and activities



The curriculum is structured across six key areas of study to provide breadth and balance throughout EYFS, Key Stages 1 and 2:

- **EYFS:** Gymnastics, Dance, Fundamentals, Ball Skills and Games
- **Key Stage 1:** Invasion Games, Dance, Gymnastics, Strike and Field, Athletics, Multi-Skills
- **Key Stage 2:** Invasion Games, Dance, Gymnastics, Strike and Field, Athletics, Outdoor and Adventurous Activities (OAA)

These are underpinned by three threshold concepts that guide all learning in PE:

 Head Understanding and Knowing How to Improve	Pupils develop the knowledge and thinking skills needed to evaluate, plan and improve their performance. They learn about tactics, techniques, rules and reflection, growing in self-awareness and independence.
 Heart Impact of Fitness and Its Sustainability	Pupils recognise how physical activity supports their physical, mental and spiritual wellbeing. They develop motivation, perseverance, respect and teamwork, learning that caring for their body is part of caring for God's creation.
 Hands Putting it into Practice	Pupils acquire, practise and refine the physical skills that allow them to participate, perform and express themselves confidently. They learn through active engagement, effort and creativity, celebrating what their bodies can do.

Our curriculum aligns with the National Curriculum and is supported by the Get Set 4 PE scheme of work, ensuring clear progression and consistency. It is further enriched by specialist coaching from Education Enterprise, which enhances teaching quality and staff expertise.

Through these rich and varied experiences, every child at St Joseph's learns to move with joy, to persevere with confidence, and to live out our mission to grow physically, morally and spiritually in God's love.

PE at St Joseph's

Implementation

At St Joseph's the PE curriculum is carefully sequenced so that knowledge and skills are built progressively from the Early Years through to Upper Key Stage 2.

EYFS: Children develop the foundations of physical development through *Moving and Handling* and *Health and Self-Care* strands. They learn balance, coordination, control and spatial awareness through structured play, dance, and outdoor exploration. These experiences nurture confidence and joy in movement, preparing children for the more formal learning of Key Stage 1.

Key Stage One: Children continue to develop and refine fundamental movement skills — agility, balance and coordination — through a range of activities. They begin to follow simple rules, work cooperatively, and explore rhythm, expression and creativity in dance and gymnastics. Lessons focus on developing control, safety and spatial awareness, helping children to understand how their actions affect themselves and others.

Key Stage Two: Pupils apply and adapt fundamental skills within increasingly complex and sport-specific contexts. They refine techniques in invasion games, striking and fielding, athletics, gymnastics and dance, developing tactical awareness and decision-making. Outdoor and Adventurous Activities (OAA) promote teamwork, resilience and problem-solving in new environments. Key Stage 2 also participate in swimming lessons led by staff from *St John's Catholic Academy*, following the *National Curriculum expectations for swimming and water safety*. Each child will access a series of swimming and personal survival lessons by the end of KS2,

St Joseph's PE Offer

We are proud of our inclusive PE offer that goes well beyond the national curriculum expectations

- **Virtues-Centred Approach:** Our PE teaching is underpinned by our key virtues – compassion, confidence, respect, resilience, responsibility and honesty.
- **Teaching:** High-quality teaching is supported by the *Get Set 4 PE* scheme, BHCET PE planning and by expert coaching from *Education Enterprise*, ensuring that pupils and staff benefit from expert modelling, varied sporting experiences and skill progression.
- **Timing:** 2 hours of PE lessons that balance skill acquisition, performance, creativity, fitness and evaluation.
- **Pedagogy:** A lesson pedagogy that includes time for reflection and feedback, helping pupils to understand not only how to perform, but also why practice and perseverance matter.
- **Physical Development:** Additional opportunities for physical development through gross motor activities, fine motor development, movement breaks and active play and lunchtimes, especially in EYFS and KS1 where foundational skills are prioritised. Activities, such as scarf dancing, balance biking and climbing using our equipment, are used daily.
- **Enriching Sport Workshops:** In addition to our PE lessons, we expose our children to additional sports that they may not encounter through the curriculum. This is delivered through workshops each half term by external professionals, including kettle bell training, street dance, fencing, archery and martial arts.
- **Cross Class Learning:** To develop communication, teamwork skills as well as the virtues of compassion, confidence and responsibility we take opportunities to mix our classes using a buddy system. Our older children work collaboratively with their younger peers to plan and deliver PE lessons and sporting activities.
- **Festivals:** All pupils access sporting festival across the year which are led by external professionals in other settings, such as Bishop College, Durham Cricket Ground or Bishop Golf Club.
- **Competitions:** Our KS2 children participate in a range of competitive sports that involves competing against other schools in our local area. This develops compassion, confidence and resilience.
- **Cohesion:** Cohesive connections are made where possible, such as in PSHE (wellbeing and safety), Science (the body and health), and RE (stewardship of God's gifts and the virtue of resilience and respect).
- **Personal Development:** Physical development is also prioritised in our Personal Development offer and using Commando Joe during Flourish Friday, the explicit development of our different virtues are prioritised.
- **Afterschool Enrichment:** We offer sporting enrichment throughout the year, and these are run by staff and external experts. Clubs include rugby, hockey, football and multi-skills.
- **Sports Leadership:** Our older pupils volunteer as Sports Leaders, ensuring sporting equipment is accessible during play and lunchtimes. They organise and lead games, collaborate with School Council to improve our equipment and help coordinate Sports Day.
- **Community and Parental Involvement:** We host family fitness sessions, sports days and inter-house competitions that invite parents and carers to celebrate children's achievements and share in the joy of physical activity.

Threshold Concepts

Our PE curriculum at St Joseph's provides a coherent journey from Early Years through to the end of Key Stage 2, ensuring that pupils develop physical competence, confidence, understanding and a love of movement.

Each phase builds on the last, with progression carefully mapped through our six key areas of study and the three threshold concepts of **Head, Heart and Hands**.



Across all phases, lessons are structured around purposeful, active learning experiences that revisit and deepen key knowledge and skills.

Pupils learn *how to move*, *why movement matters*, and *how to use physical activity to serve themselves, others and God*. They develop not only agility, balance and coordination, but also resilience, teamwork, and reflection — virtues that underpin both sporting success and spiritual growth.

Our long-term planning is guided by the **Get Set 4 PE** scheme, adapted to reflect our mixed-age classes and local context.

Each unit includes opportunities for progression in physical skill, cognitive understanding, and social-emotional development, supported by enrichment through **Education Enterprise sports coaching**.

Through carefully sequenced units, children are able to revisit familiar concepts — such as control, performance, cooperation and strategy — in increasingly complex contexts.

This spiral approach ensures continuity, depth and secure progression into Key Stage 3 and beyond.

How the Curriculum Connects

EYFS

Exploration and joyful movement lay the foundations for all future physical learning.

Key Stage One

Fundamental movement skills, teamwork, and simple tactical awareness are developed through games, dance and gymnastics.

Key Stage Two

Lower Key Stage 2: Pupils refine control, apply tactics, and begin to take responsibility for evaluating and improving performance.

Upper Key Stage 2: Pupils demonstrate maturity, independence and leadership, showing mastery across a broad range of sports, dance and outdoor activities, including swimming and water safety.

Throughout every stage, the Head, Heart and Hands framework ensures balance between knowledge, wellbeing and skill:

- Head develops understanding of technique, rules and reflection;
- Heart nurtures motivation, wellbeing and moral growth;
- Hands ensures that every child experiences success through active participation.

Impact

By the end of Key Stage 2, pupils at St Joseph's will have developed a secure and broad foundation of physical competence, confidence and enjoyment in movement. They will:

- Apply a wide range of skills with control, fluency and creativity across different activities.
- Understand how physical activity contributes to physical, mental and spiritual wellbeing.
- Demonstrate teamwork, leadership and sportsmanship rooted in respect, fairness and gratitude.
- Reflect on their performance and set personal goals for improvement.
- Recognise how regular activity supports a healthy, sustainable lifestyle.
- Approach physical challenges with confidence, resilience and faith-inspired determination.

Through PE, pupils learn not only how to move well, but how to live well — celebrating the gifts God has given them, caring for their bodies, and supporting others to flourish. These foundations prepare them for lifelong participation in sport and physical activity, as well as a seamless transition to Key Stage 3.

Long Term Plan

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Class 1 EYFS	Introduction to P.E Unit 1 Getset4PE	Gymnastics Unit 1 Getset4PE	Dance Unit 1 Getset4PE	Fundamentals Unit 1 Getset4PE	Ball Skills Unit 1 Getset4PE	Games Unit 1 Getset4PE
Class 2 Year 1 and 2	Multiskills Trust Curriculum Fundamentals Getset4PE	Gymnastics Trust Curriculum Sending and Receiving Getset4PE	Dance Trust Curriculum Net and Wall Games Getset4PE	Invasion Trust Curriculum Gymnastics Getset4PE	Strike and Field Trust Curriculum Team Building Getset4PE	Athletics Trust Curriculum Fitness Getset4PE
Class 3 Year 3 and 4	OAA Trust Curriculum Golf Getset4PE	Gymnastics Trust Curriculum Tennis Getset4PE	Dance Trust Curriculum Swimming @ St. John's	Invasion Trust Curriculum Swimming @ St. John's	Strike and Fiel Trust Curriculum Swimming @ St. John's	Athletics Trust Curriculum Football Year 3 Getset4PE
Class 4 Year 5 and 6	OAA Trust Curriculum Swimming @ St. John's	Gymnastics Trust Curriculum Swimming @ St. John's	Dance Trust Curriculum Badminton Getset4PE	Invasion Trust Curriculum Tag Rugby Getset4PE	Strike and Field Trust Curriculum Netball Getset4PE	Athletics Trust Curriculum Swimming @ St. John's

Our PE curriculum provides a broad, balanced, and progressive programme that enables all pupils to develop competence and confidence across a wide range of physical activities. Lessons are carefully sequenced through the Trust Curriculum and GetSet4PE schemes to ensure clear progression of fundamental movement, sport-specific skills, and teamwork from EYFS through to Year 6.

Across the year, pupils experience a variety of disciplines including gymnastics, dance, invasion games, net and wall games, striking and fielding, athletics, outdoor and adventurous activities (OAA), and swimming. Each unit is designed to build upon previous learning, developing control, coordination, and tactical understanding, while promoting enjoyment, resilience, and lifelong participation in physical activity.

Outdoor and Adventurous Activities and Team Building are embedded in Key Stage 2 to strengthen communication, leadership, and problem-solving skills, while swimming lessons at St. John's ensure all pupils develop essential water confidence and safety.

By the end of Key Stage 2, pupils are equipped with the physical literacy, cooperation skills, and understanding needed to lead healthy, active lives and to engage positively in competitive and recreational sport



Athletics



Dance



Gymnastics



Invasion



Strike & Field



Multi-Skills



OAA

Curriculum End Points



Athletics

Key stage and Year	Unit Title and Focus	End Points
Key Stage 1 Year A	"Move with Me!" <i>Exploring fundamental movements – running, jumping and throwing through play-based activities.</i>	<ul style="list-style-type: none"> Run at different speeds with growing control and awareness of space. Jump from one foot and from two feet, landing safely. Throw a range of objects using underarm and basic overarm technique. Move confidently in different directions and avoid obstacles. Begin to talk about how exercise makes their body feel. Show basic cooperation when taking part in partner or small group activities.
Key Stage 1 Year B	"Ready, Steady, Go!" <i>Developing coordination, accuracy and control in core athletic movements.</i>	<ul style="list-style-type: none"> Change direction and speed while running with increasing control. Jump for height and distance using basic techniques. Throw for distance with improved body coordination. Begin to compare their performances to previous ones. Work cooperatively in simple relay-type activities.
Lower Key Stage 2 Year A	"Technique Time" <i>Introducing formal techniques for sprinting, jumping and throwing with control and purpose.</i>	<ul style="list-style-type: none"> Demonstrate a range of running techniques (sprint, steady pace, acceleration). Jump for height and distance using basic take-off and landing techniques. Throw with greater accuracy and control using correct grip and stance. Measure and record their performances. Show awareness of the effects of exercise on the body.
Lower Key Stage 2 Year B	"Push Yourself!" <i>Improving performance through technique, consistency, and personal bests.</i>	<ul style="list-style-type: none"> Use sprinting and endurance techniques effectively in different races. Use correct technique in jumping events, showing improved coordination and balance. Throw using different methods (e.g. push, pull, fling) for power and distance. Set personal targets and reflect on ways to improve. Explain how warming up and cooling down helps performance and recovery.
Upper Key Stage 2 Year A	"Stronger, Faster, Further" <i>Refining athletic skills and understanding how to prepare for performance.</i>	<ul style="list-style-type: none"> Apply appropriate running strategies in competitive races. Perform a range of jumps with consistency and control. Throw for distance and accuracy using effective technique in different events. Analyse performance and make improvements based on feedback. Show resilience when aiming to beat personal or group bests.
Upper Key Stage 2 Year B	"Athlete in Action" <i>Applying all athletic skills in competitive situations, leading, and evaluating performance.</i>	<ul style="list-style-type: none"> Confidently select and apply running, jumping and throwing techniques for different events. Demonstrate refined technique and efficiency in all athletic activities. Lead and time events, record results accurately, and offer constructive feedback. Compete respectfully and understand the value of fair play and encouragement. Create and lead warm-ups and cool-downs that reflect the demands of the activity.



Dance

Key Stage and Year	Unit Title and Focus	End Points
Key Stage 1 Year A	Exploring Movement and Expression <i>To introduce pupils to basic actions and movement in response to music and stories, encouraging creativity, enjoyment, and physical awareness.</i>	<p>Actions: Explore basic movements (jump, hop, turn, gesture); copy and repeat simple actions.</p> <p>Space: Move safely in general space; begin to use different levels (high, medium, low).</p> <p>Dynamics: Experiment with speed (fast/slow); begin to notice changes in music and respond.</p> <p>Relationships: Dance individually and in pairs; mirror basic movements.</p> <p>Performance & Evaluation: Perform a short dance phrase; describe what they liked in others' work.</p>
Key Stage 1 Year B	Developing Sequences and Expression <i>To build on previous movement exploration by linking actions, using space effectively, and expressing simple ideas or moods through dance.</i>	<p>Actions: Link actions to form simple movement phrases; explore shape and stillness.</p> <p>Space: Explore directions (forwards, sideways); use floor space sensibly.</p> <p>Dynamics: Show contrasts in speed, force (light/heavy), and flow.</p> <p>Relationships: Work in pairs or small groups; perform side by side or in canon.</p> <p>Performance & Evaluation: Talk about mood or idea shown; comment on own and others' work.</p>
Lower Key Stage 2 Year A	Structuring Dance Phrases <i>To develop structured short sequences with clear beginnings, middles, and ends, using pathways, levels, and relationships in group work.</i>	<p>Actions: Develop movement vocabulary; include travel, turn, jump, gesture in sequences.</p> <p>Space: Use pathways (straight, curved, zigzag); explore level changes purposefully.</p> <p>Dynamics: Show control in fast/slow, strong/light movement combinations.</p> <p>Relationships: Use mirroring and matching in pairs; explore formations in small groups.</p> <p>Performance & Evaluation: Recognise what makes a clear beginning, middle, end; use feedback to improve.</p>
Lower Key Stage 2 Year B	"Choreographing with a Stimulus" <i>To create and refine dance motifs based on a chosen stimulus, exploring choreographic devices such as repetition, canon, and contrast.</i>	<p>Actions: Use motif and development (e.g. repetition, variation); refine movements.</p> <p>Space: Vary levels and directions to enhance the theme or idea.</p> <p>Dynamics: Apply contrasting dynamics to phrases; match dynamics to stimulus.</p> <p>Relationships: Coordinate with group for unison or canon; use contact safely.</p> <p>Performance & Evaluation: Use simple dance vocabulary to evaluate; refine work based on criteria.</p>
Upper Key Stage 2 Year A	Expressive and Technical Performance <i>To perform longer, more technically refined dance sequences that show expressive intention, control, and thoughtful use of space and dynamics.</i>	<p>Actions: Create and perform longer, more complex phrases; explore abstraction of movement.</p> <p>Space: Structure group dances using formations and transitions.</p> <p>Dynamics: Use dynamic variation to express meaning and emotion.</p> <p>Relationships: Collaborate to choreograph; lead others in movement creation.</p> <p>Performance & Evaluation: Use technical and expressive feedback to refine performance.</p>
Upper Key Stage 2 Year B	Communicating Ideas through Dance <i>To use dance as a tool for storytelling or conveying emotion, showing leadership in choreography and performance, and evaluating work with confidence.</i>	<p>Actions: Compose dances with layered action content; use a range of gestures, stillness, transitions.</p> <p>Space: Plan choreography with intentional use of space (levels, directions, patterns).</p> <p>Dynamics: Control and vary dynamics for dramatic effect or narrative.</p> <p>Relationships: Take on leadership roles; show awareness of audience in group work.</p> <p>Performance & Evaluation: Use detailed dance vocabulary to analyse; refine through rehearsal and peer critique.</p>

Curriculum End Points



Gymnastics

Key Stage and Year	Unit Title and Focus	End Points
Key Stage 1 Year A	Exploring Basic Movement <i>Focus: To develop body control, simple balances, and travelling skills.</i>	<ul style="list-style-type: none"> Explore basic shapes (tuck, star, straight, pike). Travel in different ways (crawl, hop, roll, jump). Begin to balance on one and two points of contact. Use simple apparatus (e.g. benches, mats). Copy and perform simple movements.
Key Stage 1 Year B	Linking Movements and Shapes <i>Focus: To improve control, body tension, and the ability to link movements into simple sequences.</i>	<ul style="list-style-type: none"> Hold balances with increased stillness and control. Create and link two or more movements (e.g., roll, jump, balance). Begin to perform simple sequences on floor and apparatus. Explore levels, directions, and pathways. Start to evaluate performances using basic vocabulary
Lower Key Stage 2 Year A	Developing Sequences and Control <i>Focus: To develop smooth transitions, fluency, and spatial awareness in movement.</i>	<ul style="list-style-type: none"> Create longer sequences using travel, balance, roll, and jump. Show control and extension in shapes and movements. Begin to use apparatus more confidently (e.g., low beams, vaults). Develop partner work (mirroring, matching). Use basic gymnastic terminology to describe performance.
Lower Key Stage 2 Year B	Refining Skills and Introducing Flight <i>Focus: To refine precision, work effectively with a partner, and begin using apparatus safely.</i>	<ul style="list-style-type: none"> Refine balances and introduce counter-balance with a partner. Perform controlled jumps and landings from height. Compose and perform sequences with a clear beginning, middle, and end. Use apparatus to link movements creatively. Begin to give constructive peer feedback using appropriate vocabulary.
Upper Key Stage 2 Year A	Combining Strength, Flexibility, and Performance <i>Focus: To improve complexity, build strength, and enhance performance quality.</i>	<ul style="list-style-type: none"> Perform increasingly complex sequences using a range of movements. Include symmetrical/asymmetrical shapes and paired balances. Improve fluency and rhythm in transitions between movements. Demonstrate increased strength, flexibility, and body tension. Begin to adapt and refine sequences for performance.
Upper Key Stage 2 Year B	Mastery and Composition <i>Focus: To refine precision, express creativity, and evaluate performance effectively.</i>	<ul style="list-style-type: none"> Plan and perform extended routines with control, fluency, and expression. Incorporate canon, unison, contrast, and formation in paired/group work. Combine floor and apparatus work effectively. Evaluate own and others' performances, suggesting improvements. Show confidence in demonstrating leadership or choreography roles.



Invasion Games

Key Stage and Year	Unit Title and Focus	End Points
Key Stage 1 Year A	Exploring Movement & Basic Team Play <i>Focus: Fundamental movement and simple game play</i>	<ul style="list-style-type: none"> Travel in different ways with control (running, dodging, stopping). Begin to send and receive a ball using hands and feet. Work co-operatively in small groups. Understand simple rules and follow them with support. Begin to understand the concept of scoring in a game. Develop spatial awareness and avoid others.
Key Stage 1 Year B	Basic Ball Skills & Introduction to Simple Tactics <i>Focus: Developing control and early decision-making</i>	<ul style="list-style-type: none"> Pass a ball accurately using hands and feet over short distances. Catch and stop a ball with basic control. Begin to use simple attacking and defending skills (e.g., shielding a ball, marking). Understand the importance of keeping possession. Show awareness of teammates and space. Work cooperatively with a partner or small team. Follow simple rules independently.
Lower Key Stage 2 Year A	Applying Skills in Modified Games <i>Focus: Ball control, team roles, and spatial understanding</i>	<ul style="list-style-type: none"> Use a range of passing techniques with increasing accuracy (e.g., chest pass, bounce pass, push pass). Move into space to receive a pass. Begin to apply simple tactics (e.g., passing to space, marking opponents). Use basic defensive positioning (e.g., staying between opponent and goal). Communicate with teammates to support play. Understand basic roles and positions in small-sided games.
Lower Key Stage 2 Year B	Game Awareness and Tactical Development <i>Focus: Refining techniques and developing team strategies</i>	<ul style="list-style-type: none"> Pass, dribble, and move with more control under pressure. Support teammates by moving into space effectively. Begin to intercept passes and make decisions when defending. Show understanding of when to pass, dribble, or shoot. Play in positions and adapt roles during a game. Understand and apply basic attacking principles (e.g., creating space, width). Understand and apply basic defending principles (e.g., marking, tracking).
Upper Key Stage 2 Year A	Tactical Thinking and Increased Competitiveness <i>Focus: Applying strategy and evaluating performance.</i>	<ul style="list-style-type: none"> Use a range of tactics effectively in competitive game situations. Combine passing and movement to build attacks. Time passes and support play with better decision-making. Adapt attacking and defending strategies depending on opponents. Communicate tactical ideas with teammates. Begin to officiate simple games or parts of games. Reflect on performance and suggest improvements
Upper Key Stage 2 Year B	Confident Performance and Leadership <i>Focus: Mastery of skills, leadership, and strategic understanding</i>	<ul style="list-style-type: none"> Select and apply the most appropriate skills in game situations. Read the game and anticipate opponents' movements. Organise and lead small teams, including taking on roles like captain or referee. Use a variety of tactics and explain their effectiveness. Make quick decisions under pressure and adapt strategies as needed. Evaluate own and others' performance with specific feedback. Show sportsmanship and lead warm-ups/cool-downs.

Curriculum End Points



Strike and Field

Key Stage and Year	Unit Title and Focus	End Points
Key Stage 1 Year A	Exploring Striking and Stopping Focus: To develop basic coordination, control, and awareness when striking and fielding	<ul style="list-style-type: none"> • Explore striking a ball using hands, feet, and simple equipment. • Practise stopping a rolling ball using hands or feet. • Attempt to catch large balls from a short distance. • Move towards a ball to collect or stop it. • Begin to understand taking turns in small partner games. • Follow simple rules and instructions with adult support.
Key Stage 1 Year B	Developing Control and Cooperation Focus: To improve control, accuracy, and understanding of simple roles in striking and fielding games.	<ul style="list-style-type: none"> • Strike a ball with increasing control using a bat, hand, or racket. • Track and catch a ball with growing consistency. • Develop aim and direction when throwing underarm. • Understand simple batting and fielding roles and when to change between them. • Work cooperatively in pairs or small groups to play simple games. • Begin to make simple decisions about where to hit or throw the ball.
Lower Key Stage 2 Year A	Building Accuracy and Simple Tactics Focus: To develop accuracy, decision-making, and basic tactical understanding in small-sided games.	<ul style="list-style-type: none"> • Use a range of throwing techniques (underarm, overarm) with improved accuracy. • Strike a stationary ball with control using a bat or racket. • Begin to strike a moving ball with some success. • Understand and take on basic fielding positions and roles. • Apply simple attacking and defending tactics (e.g., choosing where to hit or throw). • Work as part of a small team, following game rules with support.
Lower Key Stage 2 Year B	Applying Skills with Consistency Focus: To refine striking, fielding, and tactical skills within more structured games.	<ul style="list-style-type: none"> • Strike a moving ball consistently using appropriate technique. • Use throwing and catching skills accurately over greater distances. • Apply tactical decisions when batting or fielding to outwit opponents. • Communicate and collaborate effectively in team situations. • Move efficiently to intercept or collect the ball. • Understand scoring systems and basic game structures.
Upper Key Stage 2 Year A	Using Techniques and Tactics Effectively Focus: To develop consistency, tactical awareness, and team coordination in game situations.	<ul style="list-style-type: none"> • Select and apply a variety of batting, bowling, and fielding techniques. • Bowl or throw with accuracy, control, and appropriate speed. • Place the ball effectively when batting to find space or avoid fielders. • Field effectively in different positions, anticipating the play. • Demonstrate tactical understanding such as when to run, where to throw, or how to support teammates. • Understand and apply game rules with increasing independence
Upper Key Stage 2 Year B	Refining Performance and Game Understanding Focus: To refine and apply advanced striking and fielding skills within competitive and leadership contexts	<ul style="list-style-type: none"> • Consistently perform batting, bowling, and fielding skills under pressure. • Adapt tactics and make decisions that influence the outcome of the game. • Anticipate play and position effectively as part of a defensive or attacking strategy. • Take on leadership or officiating roles with confidence and fairness. • Communicate and collaborate strategically within a team. • Reflect on individual and team performance to identify strengths and areas for improvement.

Curriculum End Points



Multi Skills – KS1

Key Stage and Year	Unit Title and Focus	End Points
Key Stage 1 Year A	Introduction to fundamental movement skills; developing basic coordination and control	<ul style="list-style-type: none"> • Basic running and stopping • Simple jumping and hopping • Basic throwing and catching with larger objects (beanbags, soft balls) • Balancing on different body parts and surfaces • Basic spatial awareness (avoiding obstacles, personal space)
Key Stage 1 Year B	Refining fundamental movement skills; combining skills in more structured activities and games	<ul style="list-style-type: none"> • Controlled running, changing speed and direction • Improved jumping and hopping with coordination • More accurate throwing and catching, including underarm and chest passes • Enhanced balance and coordination in varied movements • Developing spatial awareness in dynamic environments • Introduction to simple tactics in small games



OAA (Outdoor Adventure Activities) – KS2

Key Stage and Year	Unit Title and Focus	End Points
Lower Key Stage 2 Year A	Exploring Team Challenges <i>Focus: To develop cooperation, communication, and basic problem-solving in outdoor and team activities.</i>	<ul style="list-style-type: none"> • Follow simple instructions to complete a shared group task. • Work cooperatively in pairs or small teams to achieve a goal. • Follow a basic trail or route using simple clues or a map. • Use trial and error to solve simple physical or thinking challenges. • Communicate ideas and listen to others when planning actions. • Show awareness of safety and respect for others during activities
Lower Key Stage 2 Year B	Developing Team Roles and Simple Navigation <i>Focus: To develop teamwork, communication, and independent navigation using simple maps and strategies.</i>	<ul style="list-style-type: none"> • Take on a variety of team roles such as leader, listener, or timekeeper. • Read and follow a basic map or set of directions with growing confidence. • Use simple strategies to solve problems and evaluate how successful they were. • Give and follow verbal and non-verbal instructions clearly and safely. • Reflect on how well their team worked together and suggest ways to improve. • Show responsibility for self and others during outdoor activities
Upper Key Stage 2 Year A	Applying Problem-Solving and Navigation Skills <i>Focus: To develop resilience, decision-making, and navigational accuracy through multi-step team challenges.</i>	<ul style="list-style-type: none"> • Confidently navigate a short route using a map and key symbols. • Apply logical thinking to solve multi-step challenges or physical puzzles. • Demonstrate patience, perseverance, and cooperation in unfamiliar environments. • Take a leadership role in part of a group task, supporting others effectively. • Use basic compass directions (N, S, E, W) and grid references to navigate. • Evaluate team performance, identifying what strategies led to success.
Upper Key Stage 2 Year B	Refining Leadership and Complex Navigation <i>Focus: To refine leadership, independence, and advanced problem-solving through complex outdoor challenges.</i>	<ul style="list-style-type: none"> • Plan and complete a complex navigational task using a map and compass. • Work efficiently as a team, using leadership and delegation to solve problems. • Adapt communication methods to support and include all team members. • Make strategic decisions to overcome challenges under time or environmental pressure. • Assess and manage risk effectively in outdoor environments. • Evaluate the success of a task, identifying how improvements could enhance future performance



Careers Within PE

How Will PE Help Me?

Studying PE at St Joseph's helps children understand how physical activity, teamwork and leadership can open doors to a wide range of exciting future careers. Through our curriculum, pupils develop confidence, resilience and a sense of belonging as they discover their God-given talents in sport and physical wellbeing. They learn that skills gained in PE — communication, collaboration, determination and respect — are valuable in every walk of life.

PE can lead to future pathways such as coaching, physiotherapy, sports science, teaching, fitness and nutrition, sports journalism, outdoor education, or careers within health and wellbeing industries. By taking opportunities to participate, lead and achieve, our pupils see that their love of being active can shape who they become and how they contribute to the world as children of God.

Personal Trainer	<u>Job of the week 176 Personal trainer</u> https://www.bbc.co.uk/bitesize/articles/z6hqvk7
Karate Instructor	https://www.bbc.co.uk/bitesize/articles/zh7bqp3
Lifeguard	<u>Job of the week 172 Lifeguard</u> https://www.bbc.co.uk/bitesize/articles/zd3qri6
Fire Fighter	https://www.bbc.co.uk/bitesize/articles/z6n3mfr
Solider	https://www.bbc.co.uk/bitesize/articles/z6rjgwx
Stunt Double	<u>Job of the week 205 Stunt Double</u> https://www.bbc.co.uk/bitesize/articles/zbfcpg8
Dancer	<u>Job of the week 156 Dancer</u>
Dietitian	<u>Job of the week 118 Dietitian</u>
Choreographer	<u>Job of the week 117 Choreographer</u> https://www.bbc.co.uk/bitesize/articles/zrbp47h
Holiday Representative	<u>Job of the week 100 Holiday Representative</u>
Physiotherapist	<u>Job of the week 86 Physiotherapist</u>
Yoga Instructor	<u>Job of the week 048 Yoga instructor</u>
Nutritionist	<u>Job of the week 039 Nutritionist</u> https://www.bbc.co.uk/bitesize/articles/zsm7tcw
Youth Worker	<u>Job of the week 23 Youth Worker</u>
Sports Coach	<u>Job of the week 18 Sports Coach</u>
Football Coach	https://www.bbc.co.uk/bitesize/articles/zhs2bdm
Outdoor Pursuits Manager	<u>Job of the week 15 Outdoor Pursuits Manager</u>

Curriculum Continuity EYFS to KS2

Progression through the Threshold Concepts

Our PE curriculum is underpinned by three threshold concepts—**Head**, **Heart**, and **Hands**—which serve as the foundation for all learning across EYFS, Key Stages 1 and 2. These concepts represent the essential building blocks of physical education, supporting pupils in developing not only their physical competence but also their understanding, wellbeing, and ability to reflect on and improve their performance. By consistently revisiting these concepts, pupils deepen their knowledge and skills over time, ensuring a coherent and connected journey into Key Stage 3 and beyond.

 Head	 Heart	 Hands
EYFS		
<p>Begin to notice what their bodies can do and how practice helps them improve.</p> <p>Listen carefully to instructions</p> <p>Follow examples</p> <p>Start to recognise when they have succeeded in a physical challenge.</p>	<p>Begin to understand that being active makes their bodies feel good — their hearts beat faster and they feel energised and happy.</p> <p>They experience joy and confidence through:</p> <ul style="list-style-type: none"> • Moving in different ways • Sharing equipment • Taking turns <p>Celebrate others' success.</p>	<p>Develop balance, coordination and control through play</p> <p>Run, jump, climb, throw and catch with growing confidence</p> <p>Begin to combine actions into simple sequences</p> <p>Move safely and to enjoy the feeling of active participation.</p>
Key Stage One		
<p>Understand and follow simple rules and expectations in games and activities</p> <p>Use language such as <i>fast</i>, <i>high</i>, <i>strong</i> or <i>careful</i> to describe actions and performances.</p> <p>Start to reflect on what went well, using teacher modelling to adjust their movements and improve next time.</p>	<p>Recognise that regular movement helps keep them healthy and strong</p> <p>Show enthusiasm for being active</p> <p>Begin to persevere and show resilience when challenged</p> <p>Work cooperatively in pairs or small group</p> <p>Encourage others and congratulate them when winning</p>	<p>Develop and practise fundamental movement skills through games, dance and gymnastic</p> <p>Show control and coordination in isolated skills and simple combinations</p> <p>Begin to use equipment safely</p> <p>Perform with rhythm and creativity</p> <p>Follow instructions carefully</p>
Lower Key Stage 2		
<p>Begin to understand the reasons behind tactics, rules and techniques</p> <p>Describe movement using subject-specific vocabulary such as balance, control and coordination</p> <p>Start to analyse their own performance and that of others</p> <p>Respond thoughtfully to feedback and begin to make independent improvements</p>	<p>Develop an awareness of fitness components such as stamina, strength and flexibility</p> <p>Show growing determination and resilience, understanding that regular physical activity supports a healthy lifestyle.</p> <p>Know that teamwork, compassion and respect are as important as skill</p> <p>Begin to appreciate the emotional and social benefits of sport</p>	<p>Apply their skills in more structured settings such as small-sided games, gymnastic sequences and dance phrases</p> <p>Begin to link skills together with control and accuracy, demonstrating timing, balance and spatial awareness</p> <p>Work collaboratively in team contexts</p>
Upper Key Stage 2		
<p>Show a secure understanding of how and why skills are used and adapted in different contexts</p> <p>Apply knowledge of tactics, technique and strategy to improve performance, using precise and technical vocabulary.</p> <p>Evaluate progress over time, set personal goals, and recognise the link between physical performance, fitness and wellbeing.</p> <p>Understand how physical education prepares them for lifelong participation and stewardship of their bodies as gifts from God.</p>	<p>Explain the effects of exercise on the body and mind, explaining how physical activity improves health, focus and emotional balance.</p> <p>Take responsibility for their own participation, showing maturity, motivation and leadership</p> <p>Use activity as a way to manage emotions, support mental health and demonstrate stewardship of their physical and spiritual wellbeing.</p> <p>Through competition, cooperation and reflection, show compassion, courage and resilience</p>	<p>Perform a wide range of skills with confidence, control and fluency</p> <p>Apply strategies and creativity across activities including dance, athletics, invasion games, striking and fielding, and OAA</p> <p>Lead warm-ups/activities, refine sequences and show adaptability in competitive and performance settings</p> <p>Take ownership of their own progress, demonstrating independence, pride and perseverance. Their movement becomes an expression of gratitude, discipline and joy — a celebration of the gifts God has given them.</p>

Assessment

Assessment in PE at St Joseph's is continuous, formative, and designed to celebrate progress across the Head, Heart, and Hands framework. It recognises achievement in physical skill, cognitive understanding, and personal development rather than simply performance outcomes.

How We Assess:

- **Ongoing Observation:** Teachers use formative assessment throughout lessons to monitor skill application, teamwork, and understanding.
- **GetSet4PE Assessment Framework:** Each unit includes clear learning outcomes and progression checkpoints, ensuring consistency across classes and year groups.
- **Pupil Self-Assessment:** Children reflect on their performance and set personal goals, linking to the virtues of perseverance and self-improvement.
- **Peer Assessment:** Pupils learn to give and receive constructive feedback respectfully, strengthening communication and collaboration.

Monitoring and Moderation

Subject leaders review evidence through lesson observations, pupil voice, and staff feedback to ensure accuracy and progression across key stages.

Purpose

Assessment helps every pupil recognise their own progress and potential. It supports inclusion by celebrating personal improvement and effort as much as achievement, fostering a growth mindset and joy in physical learning.

Inclusion and Access for All

At St Joseph's, every child is valued as unique and capable of success. Our PE curriculum is inclusive by design, ensuring that pupils with Special Educational Needs or Disabilities (SEND) can fully participate and thrive in physical education. Through inclusive practice, we ensure that every child — regardless of ability, need, or background — experiences the joy of movement and the sense of achievement that comes from doing their best. In PE, all children learn that their effort, courage, and cooperation are ways of honouring the gifts God has given them.

Our Inclusive Approach:

- **Adaptive Teaching:** Lessons are differentiated through task, equipment, grouping, and support so that all pupils can access learning at an appropriate level of challenge.
- **Focus on Strengths:** Teachers identify and build upon each child's abilities, celebrating personal progress and effort.
- **Accessible Resources:** Use of varied equipment (e.g., larger or lighter balls, visual cues, floor markers) enables participation and success for all learners.
- **Collaborative Learning:** Mixed-ability grouping encourages peer support, teamwork, and shared success.
- **Communication and Support:** Staff work closely with the SENDCo, teaching assistants, and external specialists to adapt planning and ensure safety and inclusion.
- **Emotional and Social Inclusion:** Activities are structured to build confidence, reduce anxiety, and promote belonging through encouragement and positive reinforcement.

Every child can participate in all PE lessons, festival, competitions and enrichment activities, no matter their special educational need or disability. All barriers are removed and equity is ensured for all.