

Christ Church CofE Primary – Physical Education Overview

Rationale

“In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.” – Matthew 5:16



At Christ Church, we believe that every child is uniquely created in the image of God and deserves a curriculum that enables them to flourish academically, socially, morally, and spiritually. Through our SHINE values – to be Successful, Happy, Included, Nurtured, and Enriched – we seek to educate the whole child, helping them to discover their gifts and use them to make a positive difference in the world.

Physical Education plays a vital role in this vision. It inspires curiosity and a love of movement, deepens children’s understanding of health and well-being, and shows how physical activity continues to shape our lives today. Through PE, children develop empathy, resilience, and respect for diversity. They also gain skills of cooperation, analysis, and critical thinking which prepare them to become knowledgeable, reflective, and responsible citizens.

The Christ Church CofE Offer

PE at Christ Church is taught through a curriculum that is ambitious, coherent, and evidence-led. It meets and exceeds the National Curriculum while remaining firmly rooted in our Christian ethos and SHINE values.

The most fundamental goal of the National Curriculum for PE is for children to develop competence and confidence in a broad range of physical activities. Our ambition is that pupils will do so meaningfully and with purpose through high-quality structures and strong ambition in our PE provision.

We believe that PE enables children to understand their place in God's world and to recognise the responsibilities they hold towards others. Through a study of a wide range of sports, games, and physical activities, children explore the richness of human experience and develop empathy, resilience, and a strong moral compass.

Our PE curriculum promotes cultural capital and supports children in understanding British values of democracy, the rule of law, individual liberty, and mutual respect. It also broadens horizons by introducing children to global sports, diverse physical practices, and different interpretations of health and fitness, encouraging them to think critically, reflect deeply, and engage responsibly with society.

Curriculum Design

Our curriculum is deliberately sequenced to ensure that children build cumulative knowledge and physical expertise over time. From EYFS through Key Stage 2, children revisit and deepen their learning in meaningful ways, developing secure understanding of physical processes and the ability to make connections across sports, movements, and health concepts.

The curriculum is built on three key foundations: explicit skill instruction, explicit health and fitness instruction, and opportunities to think hard. Every unit follows a clear and progressive sequence that immerses pupils meaningfully in rich and demanding physical activities that have been carefully curated. Pupils have the opportunity throughout their Primary

journey to experience a wide range of sports and movements. This ensures both breadth and depth in their physical education.

Strong lesson routines ensure consistent practice across the school and incremental progression in the demands of both the physical activities that pupils study and how they are asked to respond to these. Our PE curriculum utilises all that we know about effective instruction and provides teachers with the framework to ensure a diet of excellence for all pupils.

In the Early Years, children begin to explore fundamental movements, games, and physical expression through play and first-hand experiences. This lays the foundation for future physical development. As children progress through school, they learn to think and work like athletes: asking questions, making predictions, justifying opinions with evidence, and drawing comparisons across sports and contexts.

Our approach is driven by our children developing their:

- **Cumulative knowledge** – children revisit and build on prior learning from EYFS through KS2, progressively developing motor skills, physical literacy, and sports knowledge.
- **Progression and connection** – Learning is sequenced so that skills and concepts are revisited and built upon, allowing children to make meaningful connections between sports, movements, and cultural contexts.
- **Substantive and disciplinary knowledge** – children learn both the key skills of movement, rules, and strategies (substantive), as well as how athletes think critically, analyze, and interpret performance (disciplinary).
- **Vocabulary development** – PE vocabulary (Tier 2 and Tier 3) is taught explicitly, sequentially, and cumulatively, enabling pupils to access and engage deeply with concepts across the curriculum.

- **Inclusivity** – High expectations are set for all children, with adaptations for SEND and EAL to ensure access, engagement, and challenge in every aspect of physical activity.

Structure and Planning

PE at Christ Church is taught through carefully sequenced weekly sessions that build upon prior learning and prepare children for future study. Each lesson revisits previous knowledge, introduces new content, and provides structured opportunities for practice and application. Explicit teaching of skills, health, and fitness strategies ensures that learning is embedded securely in long-term memory.

Our PE curriculum is delivered weekly to maximize learning time and secure consistently high outcomes. This approach meets the needs of the children by supporting their growing physical confidence, understanding of movement, and development of higher-level sporting skills, while also reducing cognitive load. It enables children to acquire depth in their physical education by revisiting and building on existing knowledge and strategies.

Enrichment experiences such as sports day, competitive events, and opportunities to engage in a wide range of physical activities further bring PE to life, fostering a love of movement and providing inspiration beyond the classroom.

Special Educational Needs and Disabilities

At Christ Church, PE is inclusive and accessible to all. Daily physical activity sessions and whole-class teaching are adapted to meet the needs of children with SEND, including those in our Focus Provision. Strategies such as visual supports, scaffolded activities, structured questioning, and multi-sensory approaches enable every child to participate fully and make progress.

Children with English as an additional language are supported through language scaffolds and explicit vocabulary teaching, ensuring they can access the curriculum and develop the skills and fluency needed to succeed. High expectations are maintained for all children, with appropriate levels of support and challenge provided to ensure success and enjoyment in PE.

Curriculum Impact

Through our PE curriculum, children gain knowledge, skills, and understanding that prepare them for life beyond Christ Church. They develop a curiosity about health, a love of movement, and the ability to think critically about physical activity and ideas. Over time, children become more physically literate, reflective, and independent individuals who can engage confidently with a wide range of sports and activities.

Assessment is ongoing and purposeful, with teachers using questioning, observation, skill checks, and retrieval activities to monitor understanding. Summative assessments ensure clear progression across year groups, while pupil voice allows children to reflect on their PE journey and articulate the skills, strategies, and knowledge they have secured.

Ultimately, the impact of our PE curriculum is seen in the way children leave Christ Church: as confident, enthusiastic, and resilient individuals who understand the power of physical activity in shaping their lives and who are equipped to make a positive difference in the world.

Roles and Responsibilities

The Role of Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual children will be met.

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- Proper provision is in place for children with different abilities and needs, including children with SEN

The Role of all other staff

Staff are responsible for delivering a high-quality, broad, and balanced curriculum that meets or exceeds National Curriculum expectations. They will:

- Implement the curriculum in line with this policy, ensuring all children make excellent progress.
- Be responsive to children's needs, making learning personal and relevant.
- Promote strong moral values and encourage children to make a positive impact locally and globally.
- Uphold the highest standards, recognising that our children deserve the very best.

The Role of Families

Parents and carers play a vital role in supporting the curriculum by:

- Encouraging a positive attitude towards learning at home and in school.
- Engaging with the school's curriculum through parents' evenings and communications.
- Supporting home learning and reading to reinforce classroom learning.
- Communicating with the school about any factors affecting their child's ability to access the curriculum.
- Promoting curiosity, resilience, and high aspirations in their child's learning journey.

The Role of Governors

Governors support and monitor the effectiveness of the curriculum by:

- Championing an ambitious, inclusive, and enriching curriculum for all children.
- Monitoring the impact of the curriculum on pupil progress and outcomes through reports, data, and school visits.
- Supporting staff development focused on curriculum design, delivery, and subject leadership.
- Ensuring the curriculum is broad, balanced, and aligned with statutory requirements.
- Holding leaders to account for the coherence, quality, and impact of the curriculum across all phases and subjects.