



# PE

# Curriculum *Statement*

## Intent

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At St William of York, our primary goal is to inspire an active generation and to provide our children with the knowledge and skills to make a positive impact in their own physical health and well-being. We want children to be enthused and inspire them to participate fully in physical education and school sport and to develop a lifelong love of physical activity, sport and exercise. We provide opportunities for children to become physically confident as well as build characteristics such as fairness, self-regulation, resilience, bravery and respect.

Specifically, we aim for pupils to master fundamental movement skills (agility, balance, co-ordination) and apply these skills in more complex, competitive, and cooperative situations as they move through the Key Stages. In addition, the children should become safe, proficient swimmers who can perform self-rescue.

## Implementation

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PE is delivered through a well-structured scheme of work, **PE planning**, which ensures clear progression of skills, knowledge and vocabulary across year groups. This scheme supports teachers by providing:

- Progressive lesson sequences that build on prior learning.
- Clear learning objectives and success criteria.
- Opportunities for assessment and reflection.

Indoor and Outdoor PE is taught weekly by class teachers, supported where appropriate by trained athletes or external coaches, ensuring consistency and quality. Lessons are well-paced, active and engaging, with time allocated for warm-ups, skill development, application in games or routines, and reflection. There is ongoing professional development to ensure high-quality teaching and continual improvement. KS2 pupils undertake an intensive

programme of swimming lessons helping all pupils achieve the ability to swim 25 meters confidently.

We enhance PE curriculum through:

- Active playtimes.
- Supplementary physical education and sports lessons using external coaches and sports organisations.
- Participation in inter-school sporting events.
- In-class opportunities for movement breaks and short physical activities and games.

## Inclusion

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We believe every child can and should participate meaningfully in PE. Inclusive practice includes:

- Adapting activities through STEP (Space, Task, Equipment, People).
- Offering a wide variety of sports and activities to cater to different interests and abilities.
- Using different-sized or textured equipment to support access and success.
- Providing visual demonstrations, task cards and clear modelling.
- Offering additional adult support or peer partners where appropriate.
- Breaking skills into smaller steps and celebrating personal progress.
- Providing alternative ways to participate, such as leadership, refereeing or adapted roles.
- We ensure a balance between performance-based sports and participation-based activities so that every child experiences a level of personal achievement.

We ensure PE is a positive experience for pupils with SEND, those less confident in physical activity, and those with medical or emotional needs.

## Impact

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Our Physical Education curriculum is designed to foster physical health, cognitive growth, social skills, emotional well-being, and instil lifelong healthy habits.

The impact of our PE curriculum is seen in pupils who:

- Make good progress in physical skills and understanding over time.
- Demonstrate increased confidence, motivation and enjoyment in physical activity.
- Show improved physical fitness, coordination and resilience.
- Develop positive attitudes towards teamwork, fairness and perseverance.
- Are more engaged, focused and emotionally regulated, supporting learning across the wider curriculum.

Ultimately, our PE curriculum enhances pupils' achievement, wellbeing and lived experience, equipping them with the skills, confidence and enthusiasm to lead active, healthy lives both now and in the future.