



Physical Education Policy



Reviewed and Revised January 2026

St Marie's R.C Primary School



VISION STATEMENT

St Marie's is proud to be Catholic school, using the teachings of Christ as our foundations.

Within the care of Our Blessed Lady, we aim to make our school a place where children can safely learn through outstanding and innovative teaching, build on their potential, fulfil their dreams, and grow in faith and love

Our Mission

As Christ's hand and feet on earth, we will...

Follow the teachings of Christ so that all may grow in faith

Recognise and value each child as a loved and unique child of God

Treat each person with respect, tolerance and honesty in an atmosphere of love and security.

Celebrate, nurture and strengthen the relationship between our school family: Our school, our families, our parish and our community

Inspire those within our care to become successful, caring members of our diverse society and transform the lives of others.

Statement of Intent for PE

It is our intention to build a curriculum that enables children to develop knowledge, skills and vocabulary in a broad range of fun, high-quality activities, as well as developing values and transferrable life skills such as fairness and respect. We will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Our children will have the opportunities to compete in sport and other activities that build character and resilience.

PE at St. Marie's is an imperative element of the curriculum, which develops the need for healthy lifestyles, a balanced diet, positive growth mind-set and the ability to persevere with activities that may once have felt too difficult. We are dedicated to teach all pupils how to cooperate and collaborate with others as part of a team, understanding fairness and equality of play.

Role and responsibilities

The Head Teacher is responsible for:

- Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
- Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
- Ensuring all necessary risk assessments have been undertaken.
- Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.
- Liaising with the PE coordinator regarding the spending and impact of the PE and sport premium funding.
- Ensuring that the use of the PE and sport premium is effectively communicated to the governing board.

The PE Subject Leader is responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective PE timetable.
- Producing a flexible and appropriate scheme of work.
- Supporting staff members in all aspects of the curriculum.

- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.
- Maintaining and replacing equipment.
- Monitoring the teaching of PE at the school, ensuring that high standards are consistently maintained.
- Maintaining records relating to the teaching of PE, including lesson plans, accident logs and risk assessments.
- Attending any necessary training, in order to help inform future developments of the subject at the school.
- Keeping up-to-date with any changes in the subject area.
- Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons.
- Liaising with the senior leadership team (SLT) and other relevant staff members regarding the use of the PE and sport premium.
- Providing the Head Teacher with an annual summary report regarding the teaching of PE at the school.

Staff members involved in the teaching of PE are responsible for:

- Acting in accordance with the school's Health and Safety Policy.
- Reporting accidents and other incidents in line with the school's Accident Reporting Procedure Policy.
- Participating in any necessary training or CPD.
- Keeping up-to-date with changes within the subject area.
- Acting in accordance with the Staff Code of Conduct.
- Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.

Parents are responsible for:

- Providing their child with the necessary PE kit.
- Providing their child with appropriate footwear for PE classes.
- Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in PE lessons.

Pupils are responsible for:

- Bringing their PE kit to school on the appropriate days.
- Notifying their teacher of any reason why they should not participate in PE lessons and providing appropriate evidence, where necessary.

Introduction

This policy outlines the teaching, organisation and management of Physical Education taught and learnt at St Marie's RC Primary School.

The physical development of children is usually well advanced by the time they start school. Young children quite naturally participate in vigorous movement for its intrinsic pleasure, and in doing so, they will have learned a great range of movements, together

with a high level of control over their bodies. A good Physical Education curriculum extends this ability and can make a significant contribution to a child's emotional, intellectual and personal development; particularly their self-esteem. Children's feelings about their physical ability will often carry over into adolescence and adult life, and may affect their overall self-confidence. It is, therefore, imperative that we help children to reach their full potential and to feel as positive as possible about this aspect of their lives.

Physical Education incorporates many aspects of Science and Health Education. Wherever possible, opportunities will be taken to teach pupils the importance of looking after their own bodies. The most significant contribution that Physical Education can make to Health Education is in establishing habits of participation in enjoyable physical activity, and in developing an understanding of the long and short term beneficial effects of exercise on the different body systems. Conversely, pupils should understand the consequences of lack of exercise and the improper use of the body.

Aims

Although our aims relate specifically to Physical Education, they also reflect the school's general aims. We aim to provide the pupils at St. Marie's with the confidence, creativity, competence, independence and cooperation to develop their physical skills to their full potential.

We aim to:

- Meet the requirements of the National Curriculum and EYFS frameworks
- Develop physical coordination and competence
- Promote the physical and psychological benefits of participation in aerobic activity whilst at school and throughout life
- Help children to develop socially through competition and cooperation between other individuals and groups
- Promote positive attitudes towards health and physical fitness and an understanding of the biological aspects of the body in relation to fitness and well-being
- Provide equal opportunity for all pupils to reach their full potential, regardless of their race, gender, cultural background, or physical ability
- Encourage good behaviour and respect amongst pupils

How Do Pupils Learn P.E?

Physical Education is, by nature, a very practical activity where pupils learn through first hand experience. In view of this, pupils should be physically active for a substantial majority of all their PE lessons.

All children are encouraged to achieve and achievements are celebrated. Feedback is as positive as possible. Constructive comments are made to support children who are

struggling to achieve. It is in their environment that pupils will have confidence to attempt and therefore develop their skills.

Teaching and Learning

Planning and the Curriculum

Teachers plan tasks using a variety of teaching styles in order to provide a broad curriculum. It is important that there is a balance between:

- Grouped, paired and individual working
- Competitive and non-competitive activities
- Contact and non-contact sports
- The development of skills and tactical understanding
- Independent and support work

The PE Subject Leader, with the assistance of the Head Teacher, is responsible for the monitoring and implementation of the PE curriculum and the management of PE resources.

All lessons will be planned and taught in line with the 'PE Passport' scheme of work, as developed by the PE Subject Leader, ensuring that potential for pupils' progression is planned into the scheme of work. Lessons and activities will build upon pupils' prior learning, developing their skills, knowledge and understanding within each activity area.

Planning is undertaken at three levels:

Long Term Planning is based on the Programmes of Study set out in the National Curriculum.

Medium Term Planning is based on the school's scheme of work (PE Passport) in line with the National Curriculum.

Short Term Planning is based on the detailed weekly lesson plans based on the school's scheme of work.

The PE Subject Leader is responsible for reviewing and updating long-term and medium-term plans, and communicating these to teachers.

Teachers are responsible for reviewing and updating short-term plans and building on the medium-term plans, taking into account pupils' needs and identifying the methods through which topics could be taught.

PE in the Early Years Foundation Stage (EYFS)

Physical development will be encouraged as an integral part of work for pupils in the EYFS, teaching them how to control their movements and become competent movers. Pupils' fundamental movement skills are developed during the EYFS, laying a foundation for future PE lessons.

Particular areas of focus will include movement, balance and the use of PE equipment, including gymnastic apparatus, floor mats and sporting goods, such as bats and balls.

Pupils' physical development will relate to the objectives of the early learning goals, which are set out in the DfE's 'Statutory framework for the early years foundation stage', including:

- Developing good control and coordination of large and small movements, moving confidently in a range of ways and negotiating space safely.
- Handling equipment and resources effectively.
- Developing an understanding of and talking about good health, including exercise and healthy diets.
- Playing co-operatively, taking turns with others.
- Participating in new activities and verbally explaining why they like some activities more than others.
- Independently choosing the resources they need for their chosen activities.
- Working as part of a group and independently, understanding and following rules.
- Demonstrating an ability to follow instructions involving several ideas or actions.
- Counting reliably with numbers from one to 20, such as keeping score during sporting activities.
- Demonstrating an understanding of measurements, such as the use of metres during races.

All pupils within the EYFS will be given the opportunity to undertake activities that provide appropriate physical challenge, both indoors and outdoors, whilst using a range of resources and equipment.

EYFS classes will have two PE lessons per week, one which will be outdoor play, weather permitting, and the other which will take place in the school hall.

PE in Key Stage One

During KS1, children will be taught to:

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

PE in Key Stage Two

During KS2, children will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis.

- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Participate in outdoor and adventurous activities, both individually and within a team.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

In relation to swimming (Year 3 and Year 5), children will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively, such as front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

Adaptation

Planning for adaptation should incorporate:

- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities
- Resources, e.g. at times it will be appropriate to use different equipment for different level of ability
- Pupil activity, e.g. different group tasks, different pupil roles and responsibilities, different allocations of time and variations of pace within the lesson to meet the needs of different levels of ability
- Other opportunities, e.g. extra curricular activities through after school clubs and school team sports can help develop excellent

Adaptation by task is achieved when pupils, who are pursuing the same part of the Programme of Study, are given a range of different, but related tasks according to their levels of ability.

Adaptation by outcome is achieved by setting tasks which are suitable and appropriate for all the pupils' starting level and which allow the more-able pupils to be challenged.

Pupils of low ability will need constant reassurance and patience to help improve their confidence.

It is important to be sensitive when picking teams on the basis of ability.

Cross-Curricular Links

Physical Education is taught predominantly separate to other areas but every effort is made to make the possible links with foundation subjects, Health Education, PSHE, Safety and aspects of the Science curriculum that may be relevant.

In the Early Years, these links are more evident because of the less formal timetable.

Extra-Curricular Links

We are fully committed to providing extra-curricular sporting opportunities. These will include:

- After school clubs available to all age groups and in a range of activities (Gymnastics, Netball, Football, Multi-skills, Cricket) Some of these are led by sports coaches where appropriate.
- Competitions against other schools in a wide range of sports through the BSSP and Your School Games – both leagues and tournaments.
- Friendly matches against other primary schools.
- Participation in 'Your School Games', which involves competitions against other schools in the area, as well as the potential to represent Bury or Manchester in certain sports.
- School games allows pupils of all abilities to compete in the following categories:
 - **Excel** – Most able pupils in that chosen sport (A Team). High competence/ability.
 - **Bee Proud** – Least active pupils, low in confidence and possible competence. Pupils who are encouraged to want to increase activity levels.
 - **Inspire** – B/C team players. Pupils who would not be selected in an 'A Team' in that specific sport. These pupils may still be of high ability but just miss out on the opportunity of being in an 'A Team'.
 - **SEN/Inc. (Panathlon UK)** – Pupils must be on SEND register or have EHCP.
 - **Leadership** – Pupils that want to explore the pathway of sports leadership, playground leaders, sport ambassadors, officiating and are considered role models within school.

Participation and success of extra-curricular events, such as sporting competitions, will be celebrated during assemblies.

Teaching Methods

Each teacher is responsible for the delivery of one session of Physical Education with his/her group in consultation with the PE Subject Leader and a second session is delivered by SC Education and/or Bury School Sports Partnership (BSSP). When engaging in a session led by the BSSP, teachers are present and teach alongside the coach as an opportunity for extra CPD.

In our school we provide two one hour lessons, which incorporate the following:

- A short warm up session of 5-10 minutes to prepare relevant muscle groups specific to the planned activity and to raise the body temperature and heart rate of the children
- A referral to, and/or practise of, previously learned skills and knowledge that are relevant and necessary for the planned activity

- A 25-30 minute session where new skills are taught and practised as part of the core activities
- A short 5-10 minute warm down session at the end of the lesson which may incorporate a review of skills learned/practised during the lesson.

Special Educational Needs

Where practicable, provision will be made for children with special educational needs where those needs affect their performance in PE. Children may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders.

It is important to focus on pupils' abilities and needs and not on their disabilities and handicaps. This emphasis aims to improve their movement skills and helps to change feelings of disaffection, under achievement and low self-esteem.

Teachers aim to include all pupils fully in PE lessons and are encouraged to take part when and where possible.

Where applicable, children's IEPs are referred to in planning and undertaking PE lessons. Individual needs are met through differentiated activities and outcomes.

Additional support staff are available to support groups or individual children in such a way as not to highlight the difficulty of any group or individual. Support staff work collaboratively with the class teacher and report back at the end of each lesson they are involved in.

In some cases, it may not be practicable to provide sufficient physical activities within the school for a child with severe disabilities and the SENCO may have a role in working with appropriate agencies to make suitable arrangements.

Equal Opportunities

All children should be equally valued and have equal access to the curriculum regardless of their gender, race, culture or special educational needs. We aim to maintain an awareness of, and to provide for equal opportunities for all our pupils in Physical Education in our teaching attitudes and the materials we use with our pupils.

Assessments

Assessment is an integral part of the teaching process and should be used to inform short, medium and long term planning. As a school, we will use the 'PE Passport' to assess children each lesson and at the end of each unit. As part of the PE Passport, class teachers can record evidence each lesson using photographs and videos, as well as recording whether the children are 'Bronze', 'Silver', 'Gold' or 'Greater Depth'.

Short Term Assessments are an informal part of every lesson and inform teaching and learning. They allow teachers to:

- Record achievements
- Highlight areas of concern

- Brief support staff
- Adjust day to day planning

Medium Term Assessments are used to review and record progress made over each half term. They allow teachers to:

- Identify children's progress against specific criteria
- Plan for the next half term

Long Term Assessments take place toward the end of the school year to assess and review pupils' progress and attainment. These will be through:

- End of year reports for parents and new teachers

Children will be assessed **emerging, expected or exceeding** the standards and objectives set.

Direct observation is the most obvious means of collecting evidence in Physical Education. This may include discussion, response to questions, and children's assessment of their own and others' performance.

Assessment of children's attainment is a continuous process and criteria are needed which can be used in assessing children's work in Physical Education: e.g.

- Accuracy
- Efficiency
- Adaptability
- Ability to do more than one thing at a time
- Teamwork
- Agility
- Stamina to sustain participation
- Imaginative performance

Criteria should be known and understood by children as well as teachers, so that they may be used as personal targets to improve and evaluate their own work.

Health and Safety – Safe Practice in PE

All teachers are responsible for safety in their own lessons and should, therefore, be familiar with the procedures associated with the teaching of particular activities. The following should always be observed:

- Good discipline maintained throughout the lesson
- Pupils should always be aware of what is expected of them
- Noise levels in the hall should always be such that pupils can hear the teacher's instructions/signals
- Teachers should position themselves in the hall/playground so that they are able to observe the whole class; they must be constantly watching the pupil's actions and activities and never become engrossed in one group to the neglect of the rest
- All pupils should be taught how to safely carry, set out and put away the equipment

If an accident occurs during a PE lesson, the teacher should ask all the pupils to stop what they are doing so that full attention can be given to the injured child. The child should be helped by a member of the support staff, and in the case of a serious injury the office should be notified so that the appropriate course of action may be taken, i.e. phone parents, ambulance etc.

If any damage occurs to apparatus this should be reported to the PE Subject Lead/Head Teacher. The PE Subject Lead is responsible for carrying out regular checks on equipment and small apparatus. It is the responsibility of the Head Teacher to ensure that the large apparatus in the hall is checked once per year.

All PE equipment and resources will be safely stored, within a secure storage area, within the PE cupboard in the large hall. Pupils will be taught how to handle PE equipment and resources safely.

Dress Code and Kit

Children are encouraged to change for PE quickly and quietly. To save time this should take place in the classroom. However, it is up to the discretion of teachers in the upper juniors to make other arrangements to allow some degree of privacy, i.e. the use of Year 5/6 girls' cloakroom. It is good practice for teachers to change for PE as this shows the children that appropriate clothing is needed for these activities. Teachers should also wear appropriate footwear that allows quick and safe movement.

The children wear white t-shirts, black shorts and pumps. Tracksuit pants and sweatshirts are allowed in cold weather outside.

For safety reasons it is important that children don't wear tracksuit bottoms, tights, or socked feet on apparatus as this can be dangerous.

Long hair should be tied back at all times. Watches should be removed before the lesson. Earrings should only be small studs or sleepers. Other jewellery should not be worn.

Teachers should keep a record of children who forget to bring their kit – this can be logged on the PE Passport. Children who persistently forget their kit should be referred to the PE Subject Leader/Head Teacher, and their parents contacted.

Parental Involvement

We aim to involve parents in the Physical Educational development of their child by:

- Inviting parents into school to discuss any concerns they may have about their child's Physical Education development
- Encouraging parents to inspire their children to be active and/or involved on organised sport/physical activities out of school

Monitoring and Evaluating

This policy will be reviewed on an annual basis by the Head Teacher and PE Subject Leader, with any changes made to the policy being communicated to all teaching staff and the governing board.

The curriculum plan will be monitored and evaluated by the PE Subject Leader, including the planning, assessment and reporting arrangements in place.

The spending and impact of the PE and sport premium is monitored by the governing board.

Policy reviewed by Stephanie Woods – PE Subject Leader.

January 2026