

PE Policy

St Mary's Catholic Primary School



Reviewed: September 2026

Love, Listen and Learn

Mission Statement

St. Mary's school community follows the teachings of Jesus Christ, working together to develop the whole child, in a spiritual, moral, academic, physical, social and emotional way, within a caring and supportive environment.

Ethos

We recognise that there is a challenge in creating an enriching environment for all those involved at every level of school life. We take our lead and inspiration from Christ with regard to the Gospel values: the belief that all human beings are uniquely created and loved by God and worthy of respect. This challenge manifests itself in the way that we treat and value:

- Our relationships with each other and the wider community
- Our respect for one another
- Our welcome to and interest in all those who visit our school
- Discipline inspired by forgiveness, healing and reconciliation
- Our school environment

Through rising to this challenge, we aim to create an awareness of a sense of belonging to and being part of the life of St Mary's.

The Aims of our School

We will endeavour to create a Catholic Ethos in our school, which reflects the Gospel values, through the love, care and respect we show to each other, and to all who come to our school. We will teach the beliefs, traditions and practices of the Catholic Faith.

Through the prayer and worship in school we will try to be a living community of people celebrating their love for God and one another.

We believe the quality of the curriculum, with Religious Education at its core, is of prime importance and will focus on the development of the whole child. We will at all times try to make provision for children with special needs, so that all members of our school community achieve their potential.

We will help the children to develop an awareness of and respect for other religious and cultural backgrounds, as we believe this to be an essential preparation for adult life.

We believe that good communication between governors, staff, parents and children is important for the wellbeing of our school, and we will work in partnership with the wider community especially the home and parish in developing each child's potential.

The Aims for Each Child at St Mary's Catholic Primary School

- ◆ Whilst at St. Mary's School I will learn about being a Christian. I will experience the beliefs, traditions and practices of the Catholic Faith.
- ◆ I will achieve as much as I possibly can in each area of the National Curriculum.
- ◆ I will know how to learn and enjoy learning, and will view work in a positive and conscientious manner.
- ◆ I will co-operate and communicate with others effectively, independently and in a group, and try to win and lose graciously.
- ◆ I will tolerate and respect the religious beliefs, views and values of others, understand the need for good behaviour and moderate my behaviour accordingly. I will respect the belongings and property of others.
- ◆ If I have a problem I know I can find someone who will discuss it with me.
- ◆ I will try to learn from my mistakes and accept there is always room for improvement.
- ◆ I will share a sense of responsibility for my school, parish, local community and the wider environment.

Introduction

This document is a statement of the aims, principles and strategies for teaching, learning and enjoying PE at St Mary's Catholic Primary School. The policy has been reviewed every three years and forms part of the whole school Development Plan. It incorporates the appropriate aspects of the 'Every Child Matters' agenda. The school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and wellbeing. A broad and balanced physical education curriculum is intended to provide for pupils' increasing self-confidence in their ability to manage themselves and their bodies with a variety of movement situations.

What is Physical Education?

Physical education combines dance, gymnastics, games, athletics, swimming and outdoor adventurous activities to provide a broad and balanced range of experiences to enable children to face challenges and attain goals. It is intended to help pupils' development of individual, paired and group work, in co-operative, collaborative and competitive situations to cater for the strengths, preferences and needs of every pupil, regardless of their age, gender, cultural or ethnic background.

AIMS

Our aims in teaching PE are:

- To promote physical activity and healthy lifestyles, so pupils know the effects of exercise on the body, and the appreciation of safe exercising.
- To develop social co-operation and positive attitudes towards physical education and to compete with a sense of fair play.
- To provide an opportunity for children to develop skills as an individual, in pairs and in small groups, by repeating and refining actions and to perform with increasing control, co-ordination and fluency.
- To provide children with an opportunity to achieve personal goals, including the ability to communicate and respond positively towards others.
- To promote an understanding of safe practice, and develop a sense of responsibility toward their own and others safety and well-being.

STAFFING AND DEVELOPMENT

All Physical Education lessons are delivered by specialist sports coaches from Non-Stop Action. Pupils receive one outdoor PE session and one indoor PE session each week. Class teachers do not teach or support the delivery of PE lessons. However, class Teaching Assistants (TAs) are present during sessions to support pupils, assist the coach were

appropriate and help ensure that all children are able to access the learning and reach their full potential. The PE leader monitors the quality of provision through assessment review and lesson observations in collaboration with Non-Stop Action. Non-Stop Action coaches are appropriately trained to deliver high-quality PE across the key stages. Where appropriate, additional specialist coaches may be used to enhance provision and provide opportunities in specific sports.

THE TEACHING AND LEARNING OF PHYSICAL EDUCATION

Physical education is a foundation subject within the National Curriculum. The curriculum is organised into six key areas:

- Games (including Invasion Games, Net and Wall Games and Striking and Fielding Games)
- Gymnastic activities
- Dance
- Athletic activities
- Outdoor adventurous activities
- Swimming (taught in KS2)

These areas are delivered through half-termly units to ensure a broad and balanced curriculum. Each year group completes two games units, one or two gymnastics units, one or two dance units and one athletics unit across the academic year. Year 4 and Year 5 pupils participate in a total of 15 weeks of weekly swimming lessons. Year 6 pupils take part in off-site Outdoor Adventurous Activities to further develop teamwork, resilience and problem-solving skills. Health-related fitness is promoted across all areas of the PE curriculum to support pupils' physical wellbeing and understanding of healthy lifestyles. During playtimes and lunchtimes, pupils are encouraged to engage in active play. Designated football zones and additional activity areas are provided to support a range of interests and levels of physical activity. Playground equipment is available to promote active participation. Pupils are encouraged to use equipment safely and responsibly. Playground buddies support the organisation and distribution of equipment, helping to foster independence, responsibility and positive behaviour.

GAMES

Pupils are taught from a range of invasion games (football, netball, volleyball, tag rugby, and hockey), striking and fielding (cricket and rounders) and net/wall games (tennis), using small-sided games and simplified versions of recognised team and individual games. This is to include the development and refinement of the skills needed to play these games.

GYMNASTIC ACTIVITIES

Pupils are taught through topic-based themes and will have experience of adapting, practising and refining actions using both the floor and apparatus. They will also learn to use the apparatus effectively and safely.

DANCE

Pupils will have experience of expressing feelings, moods and ideas by composing and controlling movements using different stimuli in their topic-based curriculum. They will use music from different eras and cultures to create routines of varied lengths.

ATHLETIC ACTIVITIES

Pupils will develop and refine basic techniques in running, throwing and jumping and will measure, compare and improve their own performances. They will have the opportunity to use different methods of throwing and jumping and to run over different distances and discuss the varied techniques needed for each.

OUTDOOR ADVENTUROUS ACTIVITIES

Pupils will use both familiar and unfamiliar environments for orienteering exercises. They will also have the opportunity to participate in problem solving activities both individually and collaboratively. Pupils will have the opportunities to visit specific Outdoor Adventurous sites designed to develop these skills. Swimming - See separate guidelines and borough scheme. There will be two hours of Physical Education per week for KS1 and KS2. This may vary slightly during the year depending on what activities are being taught. KS1 are timetabled for one indoor lesson and one outdoor lesson per week. KS2 have one indoor and one outdoor lesson each week, 45 minutes for each lesson. Hall and playground timetables are on file in the staff room.

OUT OF SCHOOL HOURS LEARNING AND AOTTS (ADULTS OTHER THAN TEACHERS)

The school provides clubs both during and after school, enabling pupils to participate in and develop skills within specific sports. These sessions are delivered by specialist coaches from Non-Stop Action, who are appropriately trained and qualified to work with primary-aged pupils.

SAFETY- EQUIPMENT AND CLOTHING

“Clothing is an important aspect of physical activity. It serves to insulate the body during the warm up phase and may be reduced to maintain an equitable working state during the main part of a lesson. It should be well suited to its function, neither too loose to flop around, not too tight to restrict movement.” (BAALPE, 1996)

Pupils are required to change for PE partly for reasons of hygiene but also to ensure that the clothing is suited to physical activity. This is linked to the school’s Health and Safety Policy.

INDOOR PE

Pupils are required to wear navy school PE shorts/blue jogging bottoms and a white school T-shirt, with the school logo, which can be bought directly from the school. However, in some exceptions children may wear plain dark shorts and a plain white T-shirt. Children participate in gymnastic activities in bare feet. Plimsolls and trainers are not to be worn as the soles are inflexible and give very poor grip. However, soft-soled gym shoes, which have been specifically designed for gymnastics, may be worn.

OUTDOOR PE

As above but good fitting plimsolls or white trainers (not high ankle boots) must be worn. During cold spells and in winter, jogging bottoms or tracksuits should be worn. All jewellery and watches and small stud earrings must be removed before any physical activity (although it is recommended that all types of earrings are removed). Long hair should also be tied back with a soft hair band but hard hair bands (Alice bands) must be removed. Children with no PE kits will be unable to participate in the physical side to the lesson. However, pupils may provide evaluative, coaching information to aid and improve other pupils’ performances. Members of staff should also be appropriately dressed for the activity. This sets a good example for pupils and also allows freedom of movement for staff.

RESOURCES

All resources for outdoor games lessons are kept centrally in a shed in the playground. The Key is kept in the school office. All staff are expected to remove and replace equipment from the store tidily. The school uses the playground for outdoor physical education and has a marked netball court and, in the winter season, a marked football pitch. Quality PE lessons should include challenges for all pupils which involve developing:

- A feeling of improvement.
- A sense of accomplishment/achievement.
- Learning something new and wanting to learn more.
- Physical well-being.
- A feeling of independence.
- Wanting to perform well and with imagination and flair

USE OF ICT IN PE AND GAMES

Pupils will have the opportunity to use equipment for timing activities, such as athletics. ICT is used selectively within PE to support assessment and performance development. During preparation for the annual Dance Festival, specialist coaches record pupils’ performances over a number of weeks. Pupils then review these recordings to evaluate their performance progress, refine their technique and improve overall performance quality.

USE OF TEACHING ASSISTANTS

Teaching assistants can be used to assess children during PE and Games lessons. Teaching Assistants may also be assigned to help a specific child in the class, for example for physical difficulties, and this may be noted in the child’s statement.

SPECIAL EDUCATIONAL NEEDS

“It is the ability not the disability that counts.” Pupils with asthma, epilepsy and diabetes should participate in all areas of the PE curriculum unless instructed by a doctor. Pupils with asthma have immediate access to their prescribed inhalers during all physical activity. Inhalers are stored in class medical bag, which is carried by the Teaching Assistant during PE sessions to ensure they are readily available. Children with S.E.N. partake in physical education alongside the rest of their class.

INCLUSION

The teaching of PE and Games should be in line with the school's policy on Inclusion. Also see SEN and Equal Opportunities Policies.

EQUAL OPPORTUNITIES

All pupils have the same access to all areas of the PE curriculum regardless of their cultural, religious or linguistic background (as stated in the Equal Opportunities Policy.) All members of the class attend PE lessons, with support given to those children with a statement for physical impairments. Emphasis is placed on achieving individual goals; therefore, children participate at their own level. Boys and girls are given the opportunity to compete alongside each other in lessons and in after school clubs. Differentiation is used to enable all pupils to reach their personal targets.

ORGANISATION / PLANNING

The PE curriculum is planned and delivered by specialist coaches from Non-Stop Action to ensure a balanced programme of activities across the National Curriculum areas. An overview of the PE topics for each year group and term is available to staff on the Q Drive within the PE folder. This document outlines the units being taught across the academic year. Planning, differentiation and lesson delivery are the responsibility of Non-Stop Action coaches. Coaches ensure that lessons are inclusive, appropriately challenging and accessible to all pupils. Each session includes a structures warm-up, main activity and cool-down to promote safe and effective participation.

ASSESSMENT, RECORDING AND REPORTING

Assessment in PE is carried out by specialist coaches from Non-Stop Action on a half-termly basis. Assessment information is shared with the PE subject leader and recorded in the school's tracking systems. Class teachers record the outcomes on iTrack to ensure whole-school progress monitoring and reporting. This information supports the identification of pupil attainment, progress and any additional support required. Non-Stop Action will complete their own half termly assessment which will be handed to the subject leader who will then file in a school assessment tracker. Class teachers will be aware of the outcomes for their children and will be expected to track the children on the iTrack system in school.

SAFETY

Safety is the paramount in delivery of Physical Education. All PE provision delivered by Non-Stop Action adheres to the latest afPE guidance: Safe Practice in Physical Education, School Sport and Physical Activity. Risk assessments are undertaken by the specialist coaches and safety procedures are followed in all lessons. First aid procedures are in line with the school's Health and Safety Policy and staff are aware of emergency procedures. Medical equipment, including inhalers, is readily available during PE sessions. This document is located in the PE subject leader's file in the staff room. Regular checks should be made on all equipment. The subject leader should carry out regular visual checks for wear and tear and for the security of major items, all staff are responsible for reporting to the subject leader when any items need replacing and repairing. Any items constituting a danger should be taken out of use immediately. All large items of hall equipment are inspected annually by Continental Services, a specialist gymnastics maintenance company. Pupils should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult. Pupils should be made aware of safe practice when undertaking any PE activity, (e.g. not jumping or running in front of others etc...) Pupils should understand the safety risks involved in wearing inappropriate clothing, footwear and jewellery. Good class control is fundamental to safety. The attention of staff will be drawn to new safety guidelines, which are published nationally or locally.

This policy has been drawn up by the PE subject leader.

Miss Tanak

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