

**St. Clare's Catholic Primary School
and Little Saplings Nursery
P.E. Policy**



Member of staff responsible: Steve Cummings
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The Intent of our Physical Education Curriculum

Mission Statement

St Clare's is a Christ-centred family where everyone is valued and respected. We learn and grow, whilst strengthening our relationship with God and one another. Together in His love, we can achieve our full potential.

Play, learn and grow together with Christ

At St Clare's, Physical Development lies at the heart of the curriculum. We recognise that it is an integral aspect of the development of the whole child. Our vision is to provide all children with a physical vocabulary which grows confidence, self-belief and an ability to realise that the key to unlocking their potential lies within themselves. We aim to deliver high quality PE to support the children to become self aware and to progressively enable each individual to understand their potential. When the children leave us in Year 6, our aim is for them to have the confidence to try everything and anything. This approach goes hand in hand with a healthy lifestyle. We aim for the children to develop their understanding so that they can make the right healthy choices as they journey through life.

Using the Lancashire's 2020 Scheme of Work our aims are:

- to enable children to develop and explore physical skills with increasing control and co-ordination;
- to encourage children to work and play with others in a range of group situations;
- to develop how children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop the children's understanding of how to succeed in a range of physical activities and how to evaluate their own success.
- to develop communication and speaking and listening skills.
- to provide children with a skillset which can be used and developed throughout their lives.

Curriculum Implementation

Curriculum time allocation

In line with government recommendations, 2 hours of curriculum time is allocated to Physical Education. This does not include the daily 60 active minutes.

Physical Development in Early Years Foundation Stage: Nursery and Reception

Physical Development is one of the prime areas of learning within the EYFS curriculum. Through a range of planned and child-initiated activities, children develop their gross and fine motor skills, coordination, balance and spatial awareness. Children are encouraged to move confidently and safely in a variety of ways, developing strength, control and agility. They learn the importance of physical activity, healthy lifestyles and personal hygiene, whilst developing increasing independence in managing their own self-care needs. Opportunities for physical development are carefully planned both indoors and outdoors, ensuring all children build the foundations needed for future learning and lifelong participation in physical activity.

Physical Development in Foundation and Key Stage One (KS1)

During Foundation and KS1 children develop fundamental movement skills (FMS) and become increasingly competent and confident. They access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Our expectation is that all children master basic movements by the time they leave KS1, giving them the tools needed to access more sports specific skills in KS2.

Alongside these movements children are taught dance and gymnastics throughout their time at St Clare's.

They are taught to develop flexibility, strength, technique, control and balance through gymnastic type activities. Dance is often closely linked to the main themes which run through the curriculum, and the children use dance to bring their learning to life and to develop an understanding of how their bodies can move.

During these stages the children are also discretely introduced to Outdoor Adventurous Activities (OAA) across the curriculum which challenge them to take and manage risk.

Physical Development in Key Stage Two (KS2)

During KS2 the children continue to develop a broader range of skills which they apply to different types of sports. These sports are invasion games (netball and tag rugby); striking and fielding games (rounders and cricket); net and wall games (tennis and badminton). The children learn how to play competitive games and are challenged to think about how to use skills, strategies and tactics to outwit the opposition by applying basic principles of attacking and defending. These competitive games are modified to allow the children to consolidate the skills that have been taught. Alongside games skills, dance and gymnastics continue to be taught in a progressive structure. Over time children develop an ability to design sequences and dances that have an increased sense of fluidity and creativity. This involves the children exploring how to operate at different levels and pace, and how to use various pieces of apparatus to bring their sequences to life.

Outdoor Adventurous Activity (OAA) is developed throughout KS2 at a deeper level. The children build a deep resilience for life situations and learn to problem-solve effectively by working independently, as a pair or as a group. Year 6 also participate in a residential week at Borwick Hall during which they complete a variety of outdoor exercises under the supervision of qualified instructors and St. Clare's staff members.

Swimming and water safety

Swimming is a key life skill which is introduced during reception and is then developed during the children's journey through Year 4. Bespoke lessons enable children to develop their basic skills and to practise until they demonstrate an efficient stroke technique. A water safety programme is also taught which enables the children to develop their safety awareness and to problem-solve various situations which could arise. The expectation is that all children will leave KS2 competently swimming 25m with an understanding of water safety. Any children who do not meet these expectations by then end of Year 4 will receive 'catch up' swimming lessons during Year 5 and 6.

Aims:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations.

Planning

At St Clare's, we use the Lancashire PE SOW (2020) to support the delivery of the National Curriculum requirements. Teachers refer to the online system, PE Passport, to find lesson plans and resources to help teach the lessons. Each half term consists of one unit, which are completed as per the long-term plan, that meet all of the National Curriculum objectives. Teachers can fit in other lessons outside of PE lessons if they think that it coincides with what they are learning at the time/supports cross curricular links.

We have a subscription to the Lancashire SOW, from which we take our PE planning and resources. We have also received CPD in gymnastics, games and dance recently and have implemented these skills into our PE lessons. The use of a variety of resources from different experts ensures that our lessons demonstrate high-quality planning and teaching of the subject.

Lessons are planned to allow all children to access the PE curriculum. The document 'What Greater Depth Looks Like in PE at St Clare's' allows teachers to plan lessons that will challenge the most able. Teaching staff have recently received training from our Lancashire advisory team on differentiation and assessment in PE. This has allowed staff to adapt activities so that children can learn and develop their skills at their own pace and also challenge themselves if they wish to. Although exercise and fitness is key, we also provide time for children to reflect upon what they have learnt and evaluate their strengths and weaknesses. This could mean writing down a target and verbally praising a peer for something they have done well.

Lesson Resources

Lancashire SOW 2020 – online system where teachers can access lesson plans, resources, skills cards and videos to assist in teaching lessons.

Chance to Shine – This website, which has been created by the Yorkshire Cricket Club, contains a series of lesson plans to help developing cricketing skills (striking, fielding, catching). The website also contains lesson plans for Maths and Literacy plans to encourage cross-curricular learning.

<https://www.chancetoshine.org/teaching-resources>

BBC Bitesize – BBC are uploading new videos all the time about sports, dance and health and fitness.

<https://www.bbc.co.uk/bitesize/subjects/zj6pyrd>

Access to a variety of online resources, including AFPE and Youth Sport Trust.

Approaches and Methods

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group

activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed
- events, such as sprint races;
- setting tasks of appropriate difficulty,
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different
- gymnastics equipment.

SEND

In line with our SEND policy, we recognise that all children have the right to access a high-quality PE curriculum. Teachers use their knowledge of pupils' individual needs, alongside information contained within SEND Support Plans, Pupil Passports and professional recommendations, to ensure learning is fully inclusive. Staff use the STEP approach (Space, Task, Equipment and People) to adapt activities and provide appropriate challenge and support, enabling all pupils to participate successfully, make progress and experience success within PE lessons.

Marking

PE lessons will be evidence in using the PE Passport app. These will display the learning objective that the children will be developing in that lesson. The app will also allow teachers to give feedback to individuals who have impressed or improved the most in that lesson by showing pictures and video evidence. Children will also be encouraged to give feedback and notes can be added to the app within the lesson evaluation section. This may be to assess how they think they have performed in the lesson or mention if they are closer to achieving a certain target.

Assessment

PE Passport will be used to track assessment half termly at the end of each unit. This can then be transferred onto the Whole School Tracker at the end of each term ready for the pupil progress review. At the start of each unit, teachers will take a 30-60 second video, showing the starting point of the whole class. Then, at the end of the unit, the teacher will take another 30-60 second video, showing the development and progression from week one to the final week. We can share these with the children, recognising their progress and valuing their achievements.

As with all subjects, there is much information to take in. Throughout lessons, we ask questions that revisit key facts and important information. Regular recall of such facts helps children commit them to their long-term memory, ensuring they will retain the 'sticky knowledge' for the end of Key Stage 2.

We continue to assess children throughout each topic. We use the PE Passport app to evidence the work we have done in the lesson and also to assess each child. AfL is used regularly in lessons and misconceptions quickly clarified. Children are also able to assess themselves by setting themselves a target and seeing they reach it. They may also do an activity in the first week and repeat this in the last week to see how much they have improved.

This assessment information is shared with parents in the form of reports or is discussed during parents' evenings. The assessment information is also shared with subsequent members of staff during pupil progression sessions or transition meetings.

Curriculum Links

Computing

We use computing equipment to support PE teaching when appropriate. All of the Lancashire SOW resources can be found on the PE application, PE Passport. This includes objectives, evaluation tools and videos demonstrating skills in action. In dance and gymnastics, children can make video recordings and digital photographs of their performance, and use them to develop their movements and actions. Photographs are also used as an assessment tool.

HRSE

PE contributes to the teaching of HRSE. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Group work allows children to work together and give them the chance to discuss their ideas and performance. The Lancashire SOW enables them to develop a respect for other children's levels of ability, celebrate in each other's triumphs and encourages them to co-operate across a range of activities and experiences.

Extra Curricular and Competitive Sport

Extra-curricular sport is a significant strength of provision at St Clare's and was recognised as such during our most recent Ofsted inspection. We provide a wide range of inclusive and competitive opportunities that enable pupils of all abilities to participate, develop their skills and represent the school. Opportunities are carefully planned to maximise participation and ensure that SEND pupils and disadvantaged pupils are fully included.

The school offers a broad range of clubs throughout the year, making effective use of staff expertise and external providers. These opportunities complement the curriculum and encourage pupils to develop confidence, resilience, teamwork and leadership skills through physical activity.

Children regularly participate in leagues, festivals, competitions and inter-school events across a variety of sports. Alongside competitive opportunities, teachers provide intra-school competitions through house events and Sports Day, ensuring all pupils experience both individual and team competition in a positive and supportive environment.

Our commitment to providing high-quality PE, school sport and physical activity is reflected in the school's continued achievement of the School Games Platinum Award. This recognises the school's success in participation, competition, inclusion, leadership and workforce development, ensuring that all pupils have access to meaningful sporting experiences throughout their time at St Clare's.

Health and Safety

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to come readily changed for PE on the morning of their lesson. Staff are also expected to set a good example by wearing appropriate clothing when teaching PE. For safety reasons, no jewellery is to be worn for any physical activity and long hair must be tied back.

Parental Involvement

Parents are able to speak to class teachers after school about any advice that they may need in order to support their child at home. In addition to this, staff meet with parents formally three times a year and send out a report at the end of each term detailing the progress and attainment made in P.E.

The school website and newsletters also provide information about sporting events and activities promoting the school's achievements and strengthening communication between the school, parents and the local community.

Role of Subject Leader

There is a designated P.E leader to oversee the planning and delivery of P.E within the school. The leader will be responsible for:

- Raising standards in P.E as a National Curriculum subject
- Advising colleagues about effective teaching strategies, managing equipment and purchasing resources
- Utilising the spending of the PE Premium money for the development of PE throughout the school*
- Utilising support offered by Corpus Christi Catholic Sports College, Mater Ecclesiae Catholic Multi Academy Trust and Preston School Sports Partnership.
- Monitoring the delivery of the P.E curriculum and reporting to the Head teacher on the current status of the subject.

*The PE and Sport Premium is used strategically to improve the quality of PE, school sport and physical activity across the school. Funding is used to support staff professional development, enhance curriculum provision, increase participation in extra-curricular activities and competitions, improve resources and equipment, and provide additional support where required to ensure all pupils can access and succeed in physical education.

The Governing Body

The Governing Body are reported to annually, where the subject lead would talk them through a review of the year, highlights and the goals for the forthcoming year. Members of the SLT attend governors meetings when required to discuss data and progress. Annually PE is reviewed and impact measured, this is reported through the Sports Premium Strategy.

Impact

Upon leaving St Clare's, our aim is that our children are happy, confident and competent in all aspects of physical education, with the confidence and knowledge to live a healthy lifestyle. As our children travel through school they become increasingly physically confident and develop an awareness of what their bodies can do. As they build on and master their basic fundamental movement skills, they apply these to sport specific situations where they think both tactically and creatively. In learning these key skills, our children develop the confidence to work independently, in a pair or work as a team to support each other, which grows a physical and mental confidence. With varied opportunities to lead and support others, many children develop a deep sense of leadership and empathy which helps them to serve others as a disciple of Christ.

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

- Teaching and Learning Policy
- Special Educational Needs Policy

- Equal Opportunities Policy
- Health and Safety Policy