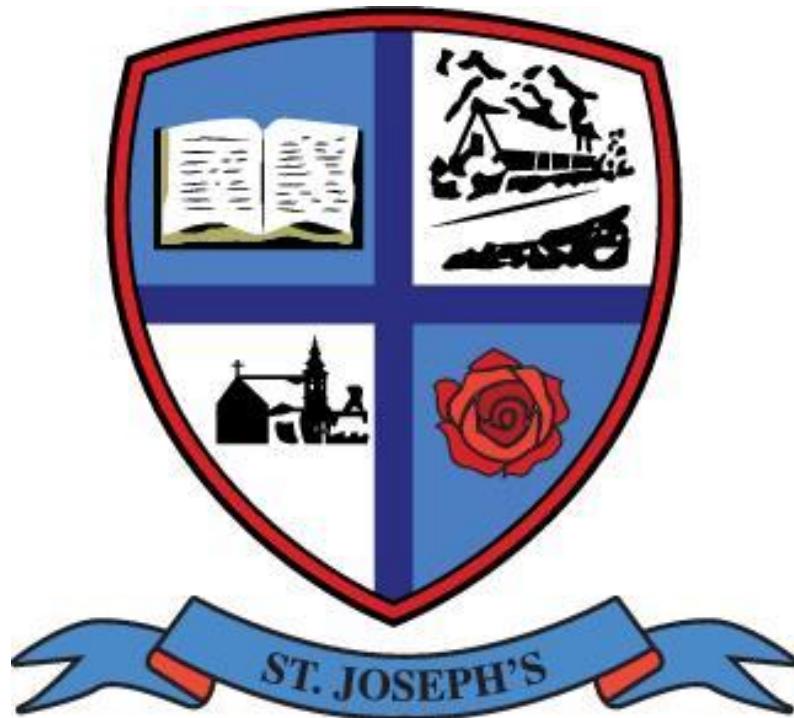


ST JOSEPH'S CATHOLIC PRIMARY SCHOOL



PHYSICAL EDUCATION AND ACTIVITY POLICY

Reviewed: September 2025

To be reviewed: September 2027

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PHYSICAL EDUCATION AND ACTIVITY POLICY

PHYSICAL EDUCATION AND ACTIVITY AT ST JOSEPH'S

This Physical Education and Physical Activity Policy outlines our comprehensive approach to delivering high-quality PE and promoting active lifestyles at St Joseph's. It is aligned with the 2014 National Curriculum in England and reflects the expectations set by Ofsted. Our commitment is to ensure that all learners develop strong physical literacy, build confidence and competence in a range of physical activities, foster a positive attitude towards health and fitness, and achieve their full potential in Physical Education and physical activity.

VISION STATEMENT

At St Joseph's, we aim for Physical Education and Physical Activity to inspire our children to develop a lifelong enjoyment of being active and to recognise the importance of health and wellbeing. We understand that now, more than ever, children need the knowledge, skills and motivation to lead healthy, active lives. Through a broad and engaging PE curriculum, we strive to help children understand the value of physical fitness, teamwork, resilience, and personal challenge.

We also aim to instil in children a sense of responsibility for their own health, encouraging them to make positive choices that support their physical and mental wellbeing. By providing opportunities to experience a wide range of sports and physical activities, both within and beyond the local community, we seek to broaden their horizons and nurture confidence, ambition, and a desire to lead active lives.

INTENT

At St Joseph's, the intent of our Physical Education and Physical Activity curriculum is to inspire pupils to develop a lifelong passion for movement, sport, and healthy living. We aim to provide a high-quality PE curriculum that equips children with the knowledge, skills, and confidence to participate in a broad range of physical activities, while promoting physical literacy, teamwork, resilience, and personal wellbeing.

Our curriculum is designed to progress systematically, enabling children to build and refine skills across different activities and sports as they move through the school. By providing engaging, inclusive, and purposeful learning experiences, we help pupils make meaningful connections between physical activity, health, and everyday life. Through varied opportunities for challenge and success, we nurture pupils' understanding of key concepts such as fitness, coordination, tactical awareness, and fair play.

We are committed to developing responsible, confident, and motivated young people who understand the importance of active lifestyles and who are equipped with the knowledge and habits needed to support their physical, social, and emotional wellbeing throughout their lives.

IMPLEMENTATION

At our school, Physical Education and Physical Activity are taught through a carefully sequenced and progressive curriculum that builds on prior skills and deepens pupils' competence, confidence, and understanding over time. Each unit is designed to develop pupils' physical literacy, fundamental movement skills, sport-specific techniques, tactical awareness, and knowledge of health and fitness, in line with the National Curriculum.

Lessons are engaging, inclusive, and active, encouraging children to challenge themselves, work collaboratively, and strive for personal improvement. We make effective use of a wide range of equipment and indoor and outdoor spaces to enhance learning and bring Physical Education to life. Practical activity is at the heart of our curriculum, allowing pupils to apply and refine their skills in real contexts, from team games and dance to athletics and outdoor adventure activities.

Cross-curricular links with subjects such as Science, PSHE, and Maths further enrich learning and help pupils make meaningful connections between physical activity, health, and their wider education. Through these varied experiences, we aim to nurture confident, motivated, and active learners who understand the value of leading a healthy and active lifestyle.

IMPACT

The impact of our Physical Education and Physical Activity curriculum is that children leave our school with the knowledge, skills, and motivation to lead active, healthy lives. They develop confidence in a wide range of physical activities, understand how physical activity contributes to their overall wellbeing, and can apply fundamental and sport-specific skills with increasing control, coordination, and tactical awareness.

Pupils are able to use appropriate PE vocabulary, work effectively both independently and as part of a team, and reflect on their own performance to make improvements. Through regular practice, assessment, and meaningful physical experiences, children build resilience, determination, and a positive attitude towards physical activity.

Our curriculum supports the development of responsible, confident, and health-conscious young people who recognise the lifelong value of physical activity. By the end of Key Stage 2, children are well-prepared for the next stage of their education, with a strong foundation in physical literacy, fitness, and the personal and social skills needed to participate fully and enthusiastically in PE and wider active opportunities.

Outline of Facilities for Physical Activity

On-site Facilities

- P.E. cupboard contains equipment to meet all the objectives of the Lancashire Scheme of Work.
- Trim Trail
- Running Track
- Netball court and posts.
- Football posts.
- 1 large football pitch & 1 small football pitch.
- Rounders' Pitch
- Outdoor Play area for Foundation Stage.
- Outdoor Forest Environment – for all classes to access, learning about the great outdoors, den building etc.

Off-site Facilities

- Skelmersdale Swimming Pool.
- Wigan Life Centre Swimming Pool
- St Peter's High School.
- Up Holland High School.
- Winstanley Tennis Club.
- JMO Football Facilities.
- Orrell Water Park
- Sporting Edge Athletics Facilities

Aims of the Physical Education and Activity Policy

The aim of the Physical Education and Activity Policy is to increase the activity levels of the whole school through the provision of a supportive environment conducive to the promotion and understanding of physical activity.

- West Lancashire School Sport Partnership 'Specialists' currently delivering all P.E sessions.
- To work in conjunction with the West Lancashire School Sport Partnership.
- To deliver the National Curriculum P.E requirements through the Lancashire Scheme of Work.
- Develop control, co-ordination and mastery of the body.
- Develop stamina and strength.
- Develop knowledge, understanding and appreciation of the purposes, forms and conventions of a selection of physical activities.
- Develop the capacity to express ideas in dance forms and appreciate qualities of movements.
- Develop a range of criteria for assessing performance, strategies for improving performance.
- Develop the appreciation of the concepts of fair play, honest competition and good sportsmanship.

- Develop the capacity to maintain interest and persevere to achieve success.
- Foster self esteem and develop self confidence through understanding the capabilities and limitations of oneself and others.
- Develop an understanding of the importance of exercise in maintaining a healthy life.
- Develop an understanding of safe practice.
- To enable young people to become independently active within the school and the community.
- To foster an enjoyment of physical activity, and offer a wide range of opportunities to encourage lifelong participation.
- St Joseph's has a provision register where all children who take part in any clubs are recorded throughout each year. This includes any AGT or Inclusion festivals that children may have taken part in.
- DfE funding is having a positive impact on the quality and breadth of PE and sporting provision, including increasing participation so that all pupils develop healthy lifestyles and achieve the performance standards they are capable of, by funding a variety of PE specialists to deliver quality PE lessons and after school clubs; to allow greater inclusion of organized events focusing on AGT and SEN children.
- Sports Funding can be viewed on our school website and this is reviewed every 12 months.

Objectives of Physical Activity Policy

- To be actively involved in the West Lancashire School Sports Partnership (WLSSP), working closely with the PDM, Up Holland High School SSCO and School Sport Specialists.
- PE subject leader to ensure staff receive appropriate training and quality information
- We follow the Lancashire P.E. Scheme of Work to be supported by TOPS Cards, which meet statutory National Curriculum requirements.
- Maintain at least two hours of curricular Physical Education.
- Increase pupil participation in physical activity both within and outside the curriculum.
- Engage with School Games by providing opportunities for Level 1 within school, Level 2 competitions within the WLSSP competition structure and striving where possible to represent West Lancashire at Level 3.
- Making facilities and equipment available for pupils to use at lunchtimes and break times and encouraging pupils to be active at these times.
- Providing leadership opportunities for pupils on the playground.
- Utilising P.E premium funding to provide school sport specialists from the WLSSP to deliver physical education lessons, staff CPD and extra curricular provision.
- To engage other appropriately qualified professionals to contribute to the provision of activities e.g. Team Theme.
- Liaise with relevant professionals in the community to develop physical activity pathways beyond school.

- Organisation of specific annual events which promote and raise the profile of activity, e.g. Sports Day, Hat-Trick Day, National School Sports Week, Commonwealth Games and Olympic Games Weeks.
- Encouraging staff, governors and parents to participate in physical activity.

General Aims of Physical Education for Key Stage One and Two

Gymnastics – To establish skilful control of body movement (travelling, rotation and balance.)

Dance – To develop an awareness of the body as a medium for communication and expression, and to appreciate the aesthetic qualities of movement.

Games Skills – To provide the opportunity for children to acquire a variety of games skills and to provide opportunities and practice for children to create their own games, and be introduced to the games that are part of our cultural heritage. (Invasion, striking and fielding)

Athletics – To encourage children to participate in, and develop their individual skills in running, throwing and jumping.

Swimming – To enable children to learn to enjoy being in the water and to be able to swim confidently and have a basic knowledge of personal survival techniques.

OAA – To develop children's orienteering and problem-solving skills with an emphasis on building trust and team work.

School Policies on Specific Issues.

Entitlement and Equal Opportunities

- All pupils at St Joseph's, including those with special needs, are entitled to a comprehensive programme of physical activity which:
 - ❖ Takes into account their individual needs and interests.
 - ❖ Provides them with opportunities to pursue activity beyond school.
- The Physical Activity opportunities offered both within and outside of curriculum time:
 - ❖ Provide all pupils with EQUAL OPPORTUNITIES to participate and to achieve in different activities.
 - ❖ Ensure that all children have ACCESS to a varied programme which allows children the opportunity to meet the national expectations as outlined in the PE National Curriculum.

Differentiation

The Physical Education and Activity Policy takes into account the different stages of development of all children. The provision within St. Joseph's is developmentally appropriate and a variety of teaching and learning approaches are adopted to ensure that tasks are matched to the pupils different abilities, needs and interests by balancing challenge with the likelihood of success.

The achievements of all pupils are maximised by providing variations in tasks, resources, response, support and group structure.

Low Achievers

To ensure the needs of low achievers are met the provision:

- Differentiated targets.
- Allows extra time to complete a task.
- Uses appropriate demonstrations.
- Groups the children into ability groups for some tasks/activities.
- Focuses on personal improvement and recognises participation, improvement and effort.
- Makes activities enjoyable and interesting.
- Uses Adults Other than Teachers (AOTTs) to provide additional support.
- Uses more-able pupils to assist in paired work, taking on a coaching role.

High Achievers

To ensure the needs of high achievers are met the provision:

- Differentiated targets.
- Provides appropriate challenges which stretch them.
- Provides extension work for activities.
- Encourages participation in out-of-hours clubs.
- Encourage children to work at a faster pace and to move on to more advanced skills.
- Uses Adults Other than Teachers (AOTTs) to provide additional coaching.
- Involves them in helping and supporting less-able peers.
- Uses award schemes which focus on performance and attainment of skills.
- Provides competitive opportunities.
- Encourages participation in local sporting events.
- Directs pupils to local clubs/outside agencies under the guidance of WLSSP.

Inclusion

To ensure the inclusion of those with specific difficulties; the following approaches are adopted:

- Modification of activities where necessary.
- Parallel activities - all pupils take part in the same activity but in different ways.
- Included activities - all pupils play adapted games specifically designed to meet everyone's needs.
- Separate activities - where it is difficult for a pupil with special needs to take part.

- Provide opportunities for pupils to take part in activity specific inclusion events provided by WLSSP.

Procedures are in place to ensure that pupils take appropriate medication prior to, or following physical activity.

Gifted Able and Talented Provision

It is our aim to identify, encourage, challenge and support our gifted and talented pupils through the organisation of our Physical Education curriculum and extended curriculum. Providing opportunities for pupils to develop their abilities at WLSSP activity specific and generic Gifted & Talented Events.

Identification of pupils – exceptionally Able and Talented pupils are those who may demonstrate many or all of the following characteristics in one or more areas:

- Perform exceptionally well in one sport or many.
- Show good spatial awareness.
- Have a good understanding of movement quality such as weight and time.
- Skilful body management showing a high degree of control and coordination.
- Are able to combine movements fluently, precisely and accurately.
- Learn, understand and adopt technical aspects of sport very quickly.
- Are able to make correct decisions in pressure situations and adapt their technique accordingly.
- Able to reflect on processes and outcomes in order to improve performance, taking into account the relationship between skill, fitness and tactics or composition.
- Able to work independently and with initiative.
- Show a high degree of motivation to practise and perform.
- Show an ability to lead others.

To Identify Able and Talented pupil's staff will use the following:

- Recorded Teacher and School Sport Specialist assessment of the Lancashire Scheme of Work.
- Discussion with colleagues.
- Information from colleagues in other institutions.
- Information from the pupil, peers, parents and coaches.
- Evidence of pupil's performance at club level, town level or County level.

Provision – Many Able and Talented pupils have specific needs that stretch beyond the skill, knowledge and expertise of the teacher. We will:

- Differentiate lessons to endeavour to challenge their skill level.
- Use their skill level to help guide and coach the other children.
- Point the children to an outside agency or club which has been audited by the WLSSP.

The Able and Talented register will be reviewed termly with all staff. Able and talented pupils are highlighted on every unit planning/assessment sheet, enabling the teacher to take into account the needs of the pupil.

Assessment/Recording/Reporting

Pupils' progress and achievements are assessed, recorded and reported in the following ways.

- Assessment criteria included as lesson objectives, outcomes and success criteria.
- Teacher and School Sport Specialist observation of pupil performance in lessons.
- Question pupils to find out what they did/did not enjoy – involving pupils in the assessment of themselves and others.
- Keep an electronic record of individual pupil's achievements for each activity area (those working towards, at, and beyond expectations).
- Keep an electronic record of class achievements through the production of a pie chart for each activity area (those working towards, at, and beyond expectations).
- Highlight physical activity successes through assemblies, school newsletter WLSSP newsletter, local press and display of trophies in school.

Methods of reporting pupils' progress and attainment to various groups include:

To pupils:

- Highlighting objectives at the start of lessons and reinforcing these throughout, providing feedback at the end of the lesson.
- Setting pupils individual targets verbally with reference to pupil friendly assessment criteria posters.
- Giving verbal feedback.
- Awarding certificates and stickers for achievements in different activities, focusing on effort, skill, participation and support.
- Awarding certificates for attendance at out-of-hours activities.
- Highlighting pupils' successes via assemblies, press and newsletters.

To Teachers and School Sport Specialists:

- Use the Lancashire Scheme of Work Activity Specific Assessment Criteria to assess children.
- Pass all assessments to subject leader for electronic recording.
- Teachers know where to access recorded assessments (School Server).
- Analyse previous assessments to inform planning; this is recorded in a whole school data overview – populated by the PE Subject Leader.
- Highlighting pupils' successes via assemblies, press and newsletters.

Parents:

- End of year report.
- Parent's evenings.
- Chatting to parents at sport fixtures and physical activity events.
- Inviting parents to sports day, festivals and events.

Other Agencies:

- Providing annual report to Governors.
- Arranging transfer meetings with other schools.
- Involving pupils in WLSSP sports events.
- Informing local press of physical activity and sporting successes.

Safety

The Physical Activity Policy ensures the safety of all pupils. As part of this the policy ensures that:

- Appropriate risk assessments are adopted by the PE co-ordinator.
- Pupils understand all procedures and information regarding the minimising of risks.
- Regular assessments are carried out of risks associated with general procedures, facilities, activities, equipment and exercise practice.
- PE co-ordinator to ensure staff receive appropriate training and quality information to minimise risk in PE.

PE Subject Leader should:

- Have a working knowledge and understanding of their liabilities and legal responsibilities.
- Secure knowledge and understanding of the safety implications and procedures associated with the activities which are being taught.
- Be familiar with the Health and Safety Policy of the school.
- Risk-assessment framework.
- Carry out regular assessments of risk in terms of general procedures, facilities, activities and exercise practice.
- Be completely familiar with the BAALPE document, 'Safe Practice in PE.'
- Be knowledgeable concerning particular conditions and know how to plan and/or adapt exercise/activities to minimise risks for young people with these conditions.
- Be able to assess the safety of specific exercise/activities.

All teaching staff and School Sport Specialists should ensure:

- That they are familiar with safety guidelines issued by Subject Leader in conjunction with BAALPE document.
- A record is kept of pupils with medical conditions.
- They are either first aid trained themselves or know who the qualified first aiders are.
- Safe and effective procedures are taught and adopted in all activity sessions within and outside of school.

Staffing Levels and Responsibilities

In planning the subject leader should:

- Review and contribute to teacher planning.
- Develop policy and scheme of work with staff.
- Analyse recorded P.E assessments.
- Co-ordinate P.E specific CPD.

The PE Subject Leader will assist the staff by:

- Leading staff meetings when required.
- Planning/leading INSET activities when required.
- Provide advice.
- Specifying and ordering all resources.
- Co-ordinating staff requests for resources.
- Monitoring and maintaining condition and availability of resources.

The PE Subject Leader's responsibility for monitoring and evaluating includes:

- Analysing pupils' access to the subject.
- Reviewing teacher and School Sport Specialist plans.
- Reviewing teacher/pupil records.
- Leading curriculum meetings.
- Liaise with the Head Teacher on spending of P.E Premium Funding.

Each member of staff is responsible for planning, implementation and evaluation of the Lancashire PE Scheme of Work for their Year group.

Curricular Physical Education Programme

Foundation Stage – two hours.

Key Stage 1 – two hours per week.

Key Stage 2 – two hours per week.

The outline of the content of curricular provision is provided by the Lancashire Scheme of Work for PE.

Participation

Any child not participating in the PE lesson should bring a note explaining the reason, but should still be involved in the lesson in some way, through observation, coaching or officiating. Parents will be contacted if their child is a regular non-participant.

Daily Mile

All children have access each day to the daily mile. This is where children will use the track on the school field (*purchased with the Health & Well Being Funding*) to improve their own health on a daily basis. Every Wednesday morning before school children have the option to take part in the 'Family Mile' where they are able to run around the track with family members to improve their own health & well being.

Paid and Voluntary Sports Coaches (AOTT's)

The school has a number of sports specialists, coaches and leaders working within the school, providing support for curriculum PE and running out of school hours learning activities and clubs. These include specialist sports coaches, parents and non-teaching staff.

To ensure that activities are safe and of a high quality all voluntary and paid staff must:

- Adhere to the school's Physical Education and Activity Policy.
- Provide a CRB Disclosure certificate.
- Where appropriate, provide appropriate insurance documentation.
- Be qualified or working towards a nationally recognised qualification in the appropriate sport or activity.
- Be informed and encouraged to attend locally run coaching and leadership courses available through the WLSSP and Sports Specific Governing Bodies.
- Keep a register of all pupils attending each session.
- Be aware of any medical conditions among children and the first aid procedure in the school.
- Report any accidents and incidents to the head teacher.
- Ensure all sessions are inclusive to all children.
- Ensure the school rules regarding behaviour are adhered to.
- Adhere to the safety and accident procedures detailed on the Health and Safety Guidelines for teachers and pupils.
- Discuss activities with PE subject Leader on a regular basis.
- Be monitored and have their practice evaluated regularly by PE Subject Leader.

ICT and Physical Activity

The use of ICT makes a significant contribution to teaching and learning in physical activity by:

- Improving pupils' skills and techniques – video images.
- Help pupil to review and evaluate own performance – by videoing and reviewing performances.
- Develop pupils' understanding and knowledge of physical activity – viewing high quality performances.
- Develop pupils' understanding of the human body and health education – monitoring heart rates.

ICT will be used in PE by:

- Providing examples of quality performance.
- Supporting administration.
- Use of equipment – stop-watches, data handling programmes, measuring equipment, digital camera, video.
- For introducing and maintaining, 'Wake Up and Shake Up' routines.

Cross-curricular Links

- Literacy and Numeracy highlighted regularly in P.E lessons.
- Physical education lends itself particularly well to lateral thought, transferral of skills and practical experience, providing excellent links with a range of subjects such as Geography, History, Science and PSHE.

Out-of-hours Learning Programme

- Out-of-hours learning activities are offered both at lunchtimes and after school.
- All Year groups have activities offered to them at some point.
- Depending on the type of activity offered in a session determines whether sessions are for boys only, girls only or mixed.
- A mixture of competitive and open-access activities are offered.
- Outside Agencies are invited into school to run a range of out-of-hours clubs.

CPD

- School Sport Specialist Provision for all lessons provides activity specific staff CPD. Staff are encouraged to involve themselves in the lesson and conduct joint assessment of pupils. School Sport Specialist lesson plans are provided for teaching staff.
- A variety of CPD courses, meetings and conferences are provided through the WLSSP structure. These enable staff to be informed of new developments, share good practise, acquire new skills and resources and obtain qualifications.
- Internal CPD provided through school staff meetings and Inset's.

Resource Provision

- The PE Subject Leader is responsible for the purchasing of resources. An annual audit of equipment is taken and is used in conjunction with the staff audit, when new purchases are selected.
- It is the aim of St. Joseph's to have sufficient small equipment to enable individual and small-group work.
- WLSSP School Sport Specialists provide all equipment necessary for the delivery of their activity area.
- The WLSSP has provided some additional equipment.
- The WLSSP have loaned equipment to the school.
- Tennis equipment provided through attendance on LTA Primary Teachers Course.
- The PE cupboard is situated in the hall and is equipped for Key Stage One and Key Stage Two. Equipment should be collected and returned by a member of staff. If children are collecting or returning equipment this should be supervised. All equipment to be put back in the labelled places.
- The equipment is checked and maintained regularly, including inspections by an outside contractor. Any faulty equipment should be reported to the PE Subject Leader.

Community Links

- Links with all West Lancashire Primary and Secondary Schools through the WLSSP framework.
- Community facilities e.g. swimming pools, sports centres, private sports clubs and university facilities.
- Community Sports clubs through WLSSP, sports coaching in schools, parental and pupil links with local sports clubs.
- WLSSP and St. Joseph's promote clubs which adhere to minimum operating standards.

Dissemination of the Physical Activity Policy

This policy will be disseminated at:

- Staff meetings.
- Governors meetings.

Procedures for Monitoring and Evaluating the Physical Education and Activity Policy.

Measures to be used are:

- Teacher feedback.
- Feedback from Governors/staff.
- Pupil feedback.
- Parental feedback.
- Out-of-hours learning opportunities offered.
- Pupil participation.
- Number and nature of links with local community.

- Number of special events offered.
- Availability of up-to-date information on local activity opportunities.
- Number of CPD courses attended by teachers.
- OFSTED inspection.

Health and Well Being Agenda

In line with the Governments 'Health & Well-Being' agenda: school is in receipt of extra money from the government. In order to be compliant with PE and website policy, the school must complete a form explaining exactly how *all* the money has been spent. This is updated each year and evaluated and is accessible via the School Website.