

St Mary's Catholic Primary School

Physical Education Policy



Academic Year 2025-2026

Policy for Physical Education at St Mary's Catholic Primary School

Overview

At St Mary's, our mission is for every child to *flourish*—academically, personally and in their faith. In , we recognise the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. Physical education inspires pupils to succeed and excel in competitive sport and physically demanding activities. It should provide opportunities for pupils to become physically confident and compete in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Guided by our Flourish values—**Faith, Love, Opportunities, Unity, Resilience, Integrity, Stewardship and Hope**—we create an ambitious and nurturing learning environment where every child can thrive.

Aims

The aims of teaching Physical Education at St Mary's are to:

- **develop the children's knowledge, skills and understanding, so they can perform with increasing confidence, competence and motivation in a range of physical activities and sports co-operatively and competitively**
- **are physically active for sustained periods of time**
- **through sustaining active participation we aim to improve children's health and wellbeing and lifelong participation**

Teaching and Learning Style

At St Mary's, we recognise that every child learns in unique ways, and we are committed to providing a rich variety of teaching approaches that enable all pupils to flourish. In physical education, lessons are carefully adapted to meet children's needs, building on their strengths and supporting their growth with compassion, ambition and unity. We encourage children to ask thoughtful questions, explore ideas and engage actively in their learning, promoting confidence and resilience. Children will be given a wide range of tasks to complete where they will different movements, task and challenged which they will get the opportunity to practice, develop and refine throughout their primary school careers. We will aim to encourage children of differing abilities to join a range of extracurricular clubs, with the aim of improving their interest and participation in sport.

Through the governments Sport Premium funding we aim to be involved in as many participation and competitive events as is possible, further enhancing our children's involvement in sport and

general active levels. We will utilise specialist coaches for sports not covered within the curriculum. What we spend will be reviewed and published on the school website.

Physical Education Timetable

Early Years Foundation Stage (EYFS)

In the Early Years Foundation Stage (EYFS) opportunities will be presented to the children where they can be active; develop coordination, special awareness; control and movement. They will also get the opportunity to handle various pieces of equipment in a working environment.

They will receive 1 hour of structured PE per week, in addition to regular outdoor play opportunities and have the prospect of taking part in festivals through our partnership with the school games network.

Key Stage 1

In key stage 1 our children will receive 2 hours of timetabled PE lessons in conjunction with government expectations. The lessons will be of high quality in line with the national curriculum and will covers aspects such as: the fundamentals of movement; skills to improve balance, agility and coordination. Furthermore they will participate in gymnastics and dance activities and will gain and introduction into team activities.

There will be opportunities throughout the year for our KS1 children to participate in extra-curricular clubs before, during and after school to enhance the interest in sport a healthy lifestyle.

Festivals and competitions will be entered where whole class participation will be required given those children who are less interested a mandatory opportunity to take part.

Key Stage 2

Our key stage 2 children will receive 2 hours of structured timetabled PE lessons in conjunction with government guidelines. Swimming will start in Key stage 2 and this will be inclusive of their 2 hours of PE per week.

In key stage 2 the children will have the chance to further develop and enhance their teamwork skills, learn and refine their skills in net and wall games and striking games. They will also continue to develop their gymnastics and dance skills. A wide range of athletics topics will be covered in KS2.

Additionally they will be offered regular extra-curricular clubs; before, during and after school, as well as regular opportunities to take part in festivals and tournaments both competitive and non-competitive due to our partnership with the school games network.

Physical Education Curriculum

Swimming

Swimming lessons are compulsory for all our KS2 children, and will take place at Brinkburn CIO in South Shields; they will aim to be able to competently and consistently swim at least 25m.

PE kit

Our school PE kit consists of a blue t-shirt and navy shorts/leggings; for outdoor lessons jumpers, jogging bottoms and coats can be worn to adapt to the weather conditions. Footwear must be black trainers.

Jewellery (including earrings) must not be worn for PE.

Any child needing to miss out on a PE lesson(s), the parent or carer needs to inform the school as early as possible.

Planning

At St Mary's we use the Programmes of Study for Key Stages 1 and 2 to shape our curriculum and ensure full coverage of statutory content. This is supported by high-quality, non-statutory guidance and resources, including:

- Complete PE
- Bishop Chadwick Continuity Documents

We plan our PE curriculum in three phases—long-term, medium-term and short-term. Long-term plans outline the National Curriculum objectives to be taught in each year group. Medium-term plans identify the key learning for each unit, ensuring teaching is carefully sequenced to build secure knowledge and skills over time. Topic blocks are organised so that knowledge and development of key skills are deepened and connected, with a particular focus on revisiting skills across the curriculum.

Short-term plans detail the specific learning objectives and expected outcomes for each lesson, as well as how these lessons will be delivered. These plans uploaded weekly and used directly within teaching. Teachers discuss planning regularly with the subject leader and class teacher team, both informally and through formal monitoring processes, ensuring consistency, collaboration and continual refinement of practice.

Promoting Oracy in Physical Education

At St Mary's, we recognise that high-quality physical education talk is essential for developing deep understanding, confidence, expressing our thoughts verbally, which includes how well we listen, understand and respond.

We recognise that oracy is a powerful predictor of their future academic success and life chances.

To support high-quality to in PE we use:

- technical vocabulary
- peer and self-assessment
- class discussion
- reciprocal teaching
- Recall, recap and review
- Plenaries
- Problem solving
- Role taking

Assessment

Assessment for learning is embedded throughout PE sessions. Teachers use a range of formative assessment strategies to identify pupils' strengths, pinpoint difficulties and determine the next steps needed to secure progress. These assessments will be made by lesson observations, as well as peer and self -assessment. Complete PE assessment tools will be completed for each unit of work.

Parents are given regular opportunities to discuss their child's progress and attainment at termly parent-teacher meetings. A written summary of each child's progress and achievement is also provided annually in the end-of-year report.

The Role of the Subject Leader

The Headteacher will:

- Provide strategic support by encouraging staff and recognising effective practice.
- Monitor the quality of learning and teaching through lesson observations.
- Oversee planning and review processes.
- Offer constructive feedback following monitoring activities.
- Support staff development through training opportunities and the provision of appropriate resources.

The Physical Education Leader will:

- Provide clear strategic leadership and direction for PE across the school.
- Support and advise staff in delivering the PE curriculum effectively.
- Remain up to date with current developments in PE education through INSET, professional reading and participation in relevant training.

- Share key information and updates with staff.
- Deliver training sessions where appropriate to support staff development.
- Monitor and evaluate teaching and learning in PE through lesson observations, planning scrutiny, assessment analysis and other monitoring activities.
- Maintain high standards across the subject by reviewing curriculum organisation, teaching quality and pupils' progress.
- Order, organise and manage resources to enhance the quality of PE teaching.
- Work collaboratively with staff and the Senior Leadership Team to evaluate provision and contribute to the planning of actions within the School Development Plan.

The Class Teacher will:

- Take responsibility for the effective teaching of PE in line with school policy.
- Plan and review lessons to ensure that the Headteacher and PE Leader have access to up-to-date information.
- Assess pupils' learning regularly and use this information to inform future planning.

Special Needs Provision, Including Gifted and Talented

At St Mary's, we are committed to teaching PE to all pupils, recognising and valuing their individual abilities and needs. PE forms an essential part of our broad and balanced curriculum, and we aim to provide learning experiences that enable every child to make good progress. We work diligently to ensure that disadvantaged and vulnerable pupils, including those eligible for Pupil Premium, pupils with special educational needs or disabilities, and those learning English as an additional language, receive the support required to achieve well. We take all reasonable steps to remove barriers to learning.

Individual support plans outline barriers to learning and include, where appropriate, specific targets and strategies.

Mrs Carley Miller

Physical Education Subject Leader

This policy will be reviewed in Autumn 2026