

# PE Policy



*Love, Learn and Shine Together with Jesus*

Written: September 2025  
Date of Review and amended: September 2026  
PE Leader: Miss Houghton

At St Matthews we encourage an “active school” ethos and an environment of dignity and respect which will help to increase activity levels and promote key skills within and outside the curriculum whilst encouraging children to live healthy and active lives.

### **SMSC Statement**

At St Matthew’s Catholic Primary School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures

### **SMSC -**

- *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.*
- *Groupings allow children to work together and give them the chance to discuss their ideas and performance.*
- *Their work in general enables them to develop a respect for other children’s levels of ability, and encourages them to co-operate across a range of activities and experiences.*
- *Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.*

## **1. Aims and objectives**

1.1 Physical education develops the children’s knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

## 1.2 The aims of PE 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 the way 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 an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.*

## 2. Teaching and learning style

2.1 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.

2.2 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 objective 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 an 80m sprint;*
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;*

- *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.*

### **3. PE curriculum planning**

3.1 PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school and we use the Getset4Pe scheme to help support with planning. All children will be taught arrange of activities including; dance, gymnastics, athletics, Fundamental movement skills, outdoor adventurous activities and team building, striking and fielding, sending and receiving, target games, invasion games, net and wall skills and swimming.

3.2 The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group and the needs of the school.

3.3 Our medium-term plans, which we have adopted from the national Scheme and Getset4PE. These plans are produced by the subject leader and give details of each unit of work for each term. These plans define what we teach and the path in which the children will take. We use pre and post assessment in all topics of work to ensure teaching staff are aware of all levels prior to the topic and can adapt plans accordingly.

3.4 PE teachers complete a short-term plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher creates their own plan, using PowerPoint, to give children access to lesson objectives, new vocabulary, videos and picture that are relevant to that lesson. This should be kept as short as possible so the children are as active for as long as possible.

3.5 We plan the PE activities so that they build upon the prior learning of the children. At the beginning of each lesson, children should participate in a flashback 4 activity that recaps their learning from previous lessons. While there are opportunities for children of all abilities to develop their skills, knowledge and

understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

#### **4. The Foundation Stage**

4.1 We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

#### **5. Contribution of PE to teaching in other curriculum areas**

##### **5.1 English**

*PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance.*

##### **5.2 Information and communication technology (ICT)**

*We use ICT and Seesaw to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions. Older children compare each other's performance from recordings and use these to improve the quality of their work. We also use Seesaw and Twitter as a platform to share and celebrate physical education in our school.*

##### **5.3 Personal, social and health education (PSHE) and citizenship**

*PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.*

## **6. Teaching PE to children with special educational needs**

6.1 At our school we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

6.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

6.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

6.4 We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **7. Assessment and recording**

7.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information in their assessment files on Insight and use the information to plan the future work of each child. These judgments are handed to the subject leader, who reviews each child and looks at the strengths and areas of improvement across the school. These records also enable the subject leader to make an annual assessment of progress for each child and

share this with staff. This will form part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

7.2 The PE subject leader keeps photographic and video evidence of children's work (on Seesaw). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school. Teachers meet regularly to review individual evidence of children's work against the national exemplification material produced by the QCA and the DfEE.

## **8. Resources**

8.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school playground and the local authority playing field for games and athletics activities and the local swimming pool for swimming lessons.

## **9. Health and safety**

9.1 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 change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

9.2 It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

9.3 During gymnastics and yoga sessions, children should be performing on mats provided by the school. They must do this in bare feet or they can wear grip socks. This is to help support their balance and prevent injury.

## **10. Monitoring and review**

10.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the Head teacher a termly summary report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The PE subject leader has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

## **11. Extra-curricular activities**

11.1 The school provides a range of PE-related activities at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools and participates in area knockout competitions. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

## **12. PE KIT**

12.1 Children are to arrive at school in their PE kit ready for their lessons. If children are without kit, parents are informed and the date and reason is recorded via CPOMS and PE plans. If it is an ongoing problem, staff will speak to the subject leader and pastoral care, manager and parents are invited into school by the safeguarding team to discuss this. Should children be unable to take part in PE or have a reason for no kit, a letter must be sent into school which is shared with the PE lead and recorded.



12.2 All teaching staff have been provided with a school PE shirt and should wear this with black tracksuit bottoms (no leggings) and sport shoes. Our school staff should demonstrate the high expectations of uniform we have for physical activity and should be role models to the children.

Date: 15<sup>th</sup> May 2025

Date of next review: September 2025

Signed: \_\_\_\_\_ Mr Grogan \_\_\_\_\_ (PE Lead)

Signed \_\_\_\_\_ (Head Teacher)

Signed \_\_\_\_\_ (Chair of Governors)

## **SMSC**

- sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.
- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities

## **Impact of Covid 19**

COVID 19 set great restrictions for physical education due to guidelines about sharing equipment and social distancing. With this in mind, the curriculum overview is monitored and changed accordingly with regards to gaps in the

prior learning and physical development of children. If the curriculum has been amended, the new overview is shared on the school website.