



The
Rosary Trust
St Clare's Catholic Primary
School

PE Policy

Document Detail	
Category:	Curriculum Management
Authorised By:	Full Governing Body
Status:	Approved
Chair of Governors Signature	<i>Ann Marie Born</i>
Date Approved:	February 2025
Issue Date:	February 2025
Next Review Date:	February 2027

Our Vision

'With Jesus we learn to love and love to learn'.

PE Vision

Inspiring learners to realise their full potential and develop a lifelong interest in participating in physical activity and sport

Physical Education Policy

St Clare's Catholic Primary school recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. In addition to recognising that PE can improve concentration, commitment and self-esteem, attendance and attainment and fitness levels. It is not viewed as an isolated activity but more as an integral part of each pupil's education.

Most young children quite naturally participate in vigorous movement for its intrinsic pleasure and in doing so they will already have experienced a great range of movements, together with an increasing control over their bodies. A good physical education curriculum extends this ability and can also make a significant contribution to a child's emotional, intellectual and personal development; particularly their self-esteem. Children's feelings about their physical ability will often carry over into adolescence and adult life and may affect their overall self-confidence. It is therefore imperative that we help children to feel positive about this aspect of their lives and create an environment whereby all children can develop and recognise their own sporting achievements. Through the Government Funding for sport, where possible, the school will provide opportunities for pupils to work with PE specialists. The funding will also support PE training for teachers to work alongside providers.

Aims:

- Develop competence in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities.
- Lead healthy, active lives.

Implementation:

The teaching of Physical Education is based upon the Foundation Stage Guidance and National Curriculum programmes of study. To implement these plans Get Set 4 PE schemes of learning, resources and lesson plans are used, to inform planning, ensure progression and continuity.

Key stage 1 (Taken from the current National Curriculum)

- Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operate physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
 - Participate in team games, developing simple tactics for attacking and defending.
 - Perform dances using simple movement patterns.

Key stage 2

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

- They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Time Allocation:

Within both Key Stages, teaching staff will be expected to teach one allocated slot of PE per week. Pupils will always receive a minimum of one hour Get Set 4 PE lesson each week. During bad weather the hall will be made available for all classes, so that PE will not be affected (to allow all classes equal time, PE lessons in the hall will be 45 minutes). In addition to the one hour Get Set 4 PE lesson, pupils will have access to a range of physical education opportunities including specialist sports providers.

Curriculum Planning:

Swimming lessons are allocated to year 5 in the summer term, with the addition of any year 6 pupils who have yet to swim competently, confidently and proficiently over a distance of at least 25 metres.

Sports days are held annually during the summer term for each Key Stage.

‘Get Set 4 PE’

- The school has invested in Get Set 4 PE which includes schemes of work for each year group. With fundamental movement skills (FMS) being at the heart of every PE lesson. FMS are viewed as the building blocks for more complex and specialised movement skills and the early years of school education have been recognised as a critical time for young children to acquire such skills. They are common movement activities (e.g., running, balancing, catching, jumping, throwing) with specific observable patterns and form the building blocks that underpin the learning and development of more complicated sport and movement skills (Rainer and Jarvis, 2025). St Clare’s understands the impact these skills have on the physical activity of children as they progress throughout the school.

The school also understands the broad range of physical activities that children can be exposed to through PE. Children are exposed to net and wall, invasion, striking and fielding games alongside dance and gymnastics. Children in KS2 also learn the skills of outdoor and adventurous activities.

All staff should take part in any professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in delivering the Get Set 4 PE scheme. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, specialist sports coaches or outside providers through INSET.

Assessment and Monitoring:

Get Set 4 PE provides a summative assessment platform, which allows staff to assess each individual

child at the end of a unit. This is informed by formative assessment sheets, which are completed at the conclusion of each lesson. The external coaches employed by the school provide the school with detailed, external assessments.

Strategies for ensuring progress and continuity:

As children progress throughout school, they are given more ownership of their own learning within PE and are able to make progress at their own level. This is supported by the class teacher providing a clear shared learning journey and adapting teaching as necessary.

To ensure progress and continuity across the school, each child is assessed against the Get Set 4 PE assessment criteria. The summative assessments made at the conclusion of each unit is calculated to provide an overall assessment for the year. At the end of the academic year these assessments are passed on to the next class teacher to continue to assess progress over time.

Health and Safety (in accordance with school Health and Safety and Behaviour policies): All teachers are responsible for safety in their own lessons and should, therefore, be familiar with the procedures associated with teaching of particular activities such as swimming and using the hall apparatus. Class teachers have a responsibility to ensure that pupil's adhere to safe practice when moving, setting up and storing any apparatus or equipment.

If an accident occurs during a PE lesson the teacher should send the child to welfare. In the event of a serious injury welfare will decide on the necessary action.

Teachers should make themselves aware of any medical conditions that their pupils may have and allow for these in the planning process.

If faults in apparatus/equipment are found, apparatus should be labelled "unsafe", and the equipment removed from use, or repaired as required.

Annual safety checks on all equipment in line with the whole school's Health and Safety guidelines and Local Authority Health and Safety Policies.

Equipment and Resources:

PE equipment and resources will be audited, ensuring any orders are given to the school bursar in good time and paid from the PE budget.

Resources are kept in the store cupboard, located outside of Owls classroom. Resources should be counted out and counted in, returned in good condition and working order. The pupils should be encouraged to:

- Look after resources.
- Use different resources to promote learning.
- Return all resources tidily and to the correct place (overseen by staff).
- Follow any safety procedures relating to the carrying or handling of resources.

Any damage, breakage or loss of resources should be reported as soon as possible. Any damage observed done to a piece of apparatus which could cause subsequent injury must be isolated from use, and reported. No other groups or individuals should be able to access the resource until such a time as it is made safe. Each teacher has their own Real PE pack which they are responsible for.

Dress:

Pupils should have an appropriate change of kit for indoor and outdoor PE. Changing should take

place in the pupil's classroom. However, separate changing areas are available for Year 5 & 6 children. Staff should also wear appropriate clothing for safety and to set a standard.

Outdoor: trainers or plimsolls, gold PE shirt, shorts, brown sweatshirt for PE, plain brown sweatpants (in cold weather).

Indoor: bare feet or plimsolls/trainers, gold PE shirt, black shadow PE shorts. This includes teachers and any additional staff present in the lesson.

Journeys to the hall should be made with footwear on if necessary.

No Kit - Should a pupil not have kit for PE every effort should be made to deter this from happening again. If it does occur again, parents are informed. Every effort is made to include the child in the lesson, through use of spare kit which is provided by the P.E specialist for Outdoor activities. Pupils must not be provided with classroom learning for their PE lessons and must be provided with an active role. For example: in a coaching capacity. If kit is repeatedly forgotten then parents should be called in by the class teacher. If kit is not provided over a sustained period, written work should be set that is linked to the sport or activity the class are doing.

Jewellery- all jewellery must be removed for PE (pupils must remove any jewellery themselves). If a pupil cannot take out the jewellery by themselves, it must be removed prior to the school day. If the item cannot be removed by the pupil, teachers should follow the same guidelines as the when children do not have kit.

Hair - long hair is expected to be tied back at all times in school.

Primary PE and sport premium

Each academic year the school receives 'Primary PE and School Sport Premium Funding' in addition to the annual PE budget allocation, A full breakdown of how the school has decided to utilise the funding can be found on the school website and the conclusion of the academic year.

Other policy documents:

This PE policy works in collaboration with the schools Equal Opportunities, Uniform, Health and Safety, Behaviour, and Inclusion policies.

References

Rainer, P. Jarvis, S. (2025) *Fundamental Movement Skills: A 'fundamental' part of Physical Education?* Available at: <https://exercise.research.southwales.ac.uk/blog/fundamental-movement-skills-fundamental-part-physical-education/> (accessed 12th February 2025).

Written by: Adam Frost

Date: February 2025

Reviewed

