Physical Education (PE) Policy

St John Fisher Catholic Primary School

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Policy lead:	PE Subject Leader – Mr Redmond
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1. Vision and Principles

At St John Fisher Catholic Primary School, we believe every child should enjoy physical activity, develop physical confidence and experience the benefits of an active lifestyle. Physical Education (PE) helps children develop movement skills, coordination, teamwork and the motivation to remain active throughout their lives.

PE reflects our Catholic ethos through inclusion, respect, encouragement, fairness and care for others. We celebrate effort and personal improvement as well as achievement, ensuring all pupils are supported to participate and succeed.

- Develop fundamental movement skills, physical competence and confidence.
- Build knowledge and skills progressively through a broad range of physical activities.
- Promote teamwork, resilience, respect, cooperation and sportsmanship.
- Encourage enjoyment of movement and healthy, active lifestyles.

2. Curriculum Intent and Progression

In Years 1–6, PE is planned using PE Passport, which supports a progressive curriculum of movement, physical skills and understanding. Teachers use the school's agreed PE Passport overview to select appropriate units and build on prior learning. EYFS provision supports physical development through purposeful play, movement and adult-guided activities.

Children develop agility, balance, coordination, control and fundamental skills such as running, jumping, throwing and catching. As they progress, they apply these skills in games, dance, gymnastics, athletics and other activities identified in the school's curriculum overview.

Planning identifies the skills, knowledge and vocabulary children need, as well as opportunities to practise, refine and apply them. Activities are adapted to ensure appropriate progression and challenge for different pupils.

3. Teaching and Learning – Implementation

3.1 A consistent approach to PE lessons

PE lessons provide clear demonstrations, manageable steps, active practice and opportunities for children to improve. Staff explain and model techniques, give specific feedback and use questioning to develop understanding of rules, tactics, safe movement and fair play.

The school benefits from a specialist PE teacher who teaches two year groups each term, alongside a specialist dance teacher who supports the development of rhythm, creativity, coordination and movement. Class teachers work with specialist staff to support continuity and progression.

Swimming is provided in half-term blocks for classes, with an emphasis on water confidence, swimming skills and water safety. Provision is organised in line with the school's timetable and relevant safety procedures.

Pupils have frequent opportunities to practise skills, work with partners or teams, and apply their learning in suitable games, routines or challenges. Staff observe participation and performance throughout lessons and adjust activities where needed.

3.2 Skill development and progression

Key movement vocabulary and skill cues are introduced and revisited in accessible language. Demonstration, repetition, visual prompts and opportunities for guided practice help children understand what successful movement looks and feels like.

3.3 Feedback and participation

Children receive timely verbal feedback that identifies what they are doing well and one manageable next step. Pupils are encouraged to reflect on their performance, practise improvements and recognise the progress they make.

4. Inclusion and Adaptive Teaching

PE is for every child. We aim for all pupils to take part in ambitious, enjoyable and meaningful physical activity, whatever their starting point, confidence or additional needs.

Staff adapt space, equipment, tasks, groupings and levels of support where appropriate. Clear modelling, small-step teaching, suitable challenges and positive encouragement help pupils participate safely, develop independence and experience success.

5. Assessment, Monitoring and Impact

5.1 Assessment for learning

Assessment is an integral part of PE. Staff use PE Passport to assess children's movement, physical skills and progress against relevant curriculum expectations. Photographs and short videos are used, where appropriate, to capture children demonstrating techniques and applying skills, providing visual evidence of development over time.

Observations, pupil participation, discussion and practical performance are considered alongside photographic and video evidence. Staff use this information to identify strengths, address gaps and plan appropriate next steps. Images and recordings are handled in accordance with school safeguarding, consent and data-protection procedures and stored only on approved school systems.

5.2 Monitoring and evaluation

The PE Subject Leader, working with senior leaders and relevant specialist staff, reviews curriculum coverage, progression and assessment through lesson visits, pupil voice, professional discussion and appropriate PE Passport evidence.

Findings inform staff support and subject priorities. We want pupils to show improved competence, confidence, cooperation and enjoyment, and to understand the value of regular physical activity.

6. Enrichment and Sporting Opportunities

PE is enriched through the daily mile and skipping, alongside lunchtime and after-school opportunities including football, netball, rugby, dance, fitness and judo, according to the school's current provision. These opportunities encourage participation, enjoyment and healthy habits.

Children also have opportunities to represent the school in competitions and festivals, including football leagues, Liverpool FC Foundation events and table tennis. Participation and good sportsmanship are valued alongside competitive success.

7. Roles and Responsibilities

7.1 Class teachers

Class teachers follow the agreed PE Passport curriculum, ensure pupils can participate safely, reinforce learning and work with specialist staff to share relevant observations and assessment information.

7.2 Teaching assistants

Teaching assistants support access to PE in line with teacher direction, encouraging participation, safe practice, independence and confidence.

7.3 PE Subject Leader

The PE Subject Leader oversees curriculum consistency and progression, supports colleagues and specialist providers, reviews PE Passport assessment evidence and identifies priorities for improvement.

7.4 Senior leaders and governors

Senior leaders oversee implementation, staffing and safeguarding arrangements. Governors provide appropriate strategic oversight and challenge.

8. Policy Review and Implementation

This policy sets out the principles and expectations for PE at St John Fisher Catholic Primary School. It should be read alongside relevant school policies, including safeguarding, SEND, assessment, health and safety, and data protection, together with the PE Passport curriculum overview.

The policy will be shared with relevant staff and reviewed through the school's policy review cycle. Its implementation will be evaluated using curriculum monitoring, pupil voice, PE Passport assessment evidence and discussion with class teachers and specialist providers.