PE POLICY

St Mary's & St Benedict's RC Primary School

Together in God's family we grow in faith, knowledge and love. To reach our full potential and to become the people that we are created to be.

Policy Agreed:
Policy Updated: October 2026
Review Date: October 2028

Our School Ethos

At St. Mary's and St. Benedict's we aim for our curriculum to inspire pupils to be life-long learners with a sense of service to the world that they live in and the people that live in it with them.

We believe our pupils will be life-long learners if they are able to be:

- confident,
- independent,
- curious,
- open-minded,
- enthusiastic,
- observant,
- co-operative and
- resilient individuals.

In order to develop these qualities within our pupils we intend for our curriculum to provide opportunities for children to:

- Be curious and ask questions
- Evaluate and reflect
- Work collaboratively
- Apply their learning
- Solve problems whilst developing resilience
- Communicate their learning
- Challenge ideas

Vision for PE

At St. Mary's and St. Benedict's, our vision is that each child will have the knowledge, skills and motivation to equip them for a healthy, active lifestyle. Each pupil will develop physical competence and confidence in a range of different sports and learn how to think in different ways and make decisions as individuals, in groups and teams, in a supportive, caring and Christian environment.

PE Intent

Aims of NCPE (2014)

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel 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.

We aim for every child to be able to:

- Understand that PE and sport are an important part of a healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.
- Develop stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.
- Access a broad, balanced and relevant curriculum that satisfies the needs of the current National Curriculum and provides pupils with appropriate challenge with acceptable risk.
- Have the confidence to get involved in PE and sport and are committed to make it a central part of their lives both in and out of school

PE Implementation

At St Mary's and St Benedict's we follow the Lancashire Scheme of Work units for PE and each class teacher has access to the PE Passport App with all lessons plans and resources. We also supplement teaching with outside specialist coaches including Pro Skills Sports Development and South Ribble Borough Council through the use of our allocated PE and Sport premium funding. During every PE lesson, the class teacher is responsible for leading and delivering the warm-up activity. The class teacher is expected to remain actively engaged throughout the lesson, working collaboratively with the sports coaches to support pupils' learning and development and to ensure that all pupils are appropriately supported and engaged in the activities.

The Lancashire Scheme of Work has been adapted in light of our school structure and fully meets the needs of our pupils. Learning has been carefully considered, mapped out and sequenced through each Key Stage in order to ensure coverage of skills and clear progression.

We recognise that PE teaching may need repetition and development; therefore, fundamental skills are repeated through year groups. This enables children to develop and reinforce their understanding of physical education in order to improve. Children in Year 4 also take part in a block of swimming lessons at Chorley Leisure Centre.

Throughout physical education lessons, pupils will learn key skills and life lessons. These include resilience, sportsmanship, learning to lose and perseverance. In Key Stage 2 we introduce competitive games and activities to help build self-esteem. Children will learn

what it is like to be part of a team, how to work together and how to win/lose in the correct manner. All children are taught fundamental skills such as throwing, catching, balance, co-ordination and jumping in each topic and are then linked to a sport. They have opportunities to develop their knowledge and understanding on the rules and tactics involved in each game. Physical activities include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities.

Leading an active and healthy lifestyle is at the heart of our physical education teaching and learning, and this is promoted throughout school in various cross curricular links. For example, in food technology in our design technology curriculum, in our PSHE curriculum and in our science curriculum.

Pupils in years 1- 6 are provided with opportunities to participate in a range of extra-curricular sporting activities delivered by our Pro-Skills Sports coaches. The programme is structured to ensure that the focus changes each half term, providing pupils with the opportunity to develop new skills, experience a variety of sports and participate in a range of team-based activities. In addition, pupils in Key Stage 2 are offered the opportunity to attend lunchtime sporting activities led by our sports coaches. Children are provided the opportunity to participate in football and a variety of other physical activities, including activities on the school field. This provision aims to ensure that all pupils have access to opportunities for physical activity, teamwork and enjoyment of sport beyond lessons.

Physical Activity:

At St Mary's and St Benedict's we are lucky to have extensive school grounds and we actively encourage all children to participate in physical activity across the school day which includes using the 'Mile a day' track on the school field, the trim trail (wooden equipment), various sporting activities at play times and lunch times e.g. basketball, football, tennis, hula hoops, skipping ropes etc. Also, each class throughout the year participates in forest school sessions.

PE Impact

At St. Mary's and St. Benedict's we recognise that quality first teaching should minimise the need for intervention strategies. Any child who needs additional support is identified early with effective adaptation to support them to improve their attainment. More-able children are identified, and suitable learning challenges provided. Teachers make thoughtful and effective provision for the varying levels of ability in their classes.

Monitoring the impact of the PE curriculum and the children's achievements and progress at St Mary's and St Benedict's is accomplished in a variety of ways:

- pupil interviews with children discussing their PE experiences
- displays across school and on the website and

- photographs and videos on the PE Passport App

Assessment for Learning is embedded in PE lessons and children are active in reviewing the successes in their work and identifying, with support from their teacher, target areas for development to ensure a continuous and individualised approach to improving their physical skills.

The organisation and delivery of our PE curriculum has produced children who are enthusiastic and confident, who enjoy showcasing their PE skills.

Inclusion within PE

Provision is made for children with a range of SEND that can be grouped into four broad categories of need, as detailed below:

1. Communication and Interaction

Children and young people in this category have speech, language and communication needs (SLCN) which make it difficult to communicate with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Children and young people with ASD, including Asperger's Syndrome and Autism, who are likely to have particular difficulties with social interaction may belong to this category.

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

As a school, St Mary's & St Benedict's RC Primary School is committed to ensuring that all children get access to the full curriculum and we will provide suitable amendments to provision to allow this to happen.

At the bottom of this webpage: https://www.smsb.lancs.sch.uk/send/ there is a comprehensive list of subjects and the SEND adaptations that are suggested for each area. Class staff are required to consider these documents to best meet the needs of pupils with identified needs.

In PE teachers and coaches make sure lessons are inclusive based on the S.T.E.P. principles i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils
- Pupil activity, e.g. different task, different roles and responsibilities, different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed

English as an Additional Language (EAL)

At St Mary's & St Benedict's, we believe that:

- EAL children learn to speak, read and write in English through immersion in a broad, rich curriculum

- EAL learners make the best progress within a whole school context, where children are educated with their peers.

- Bilingualism is viewed as a positive and life-enriching asset.

We work with the EAL team at Lancashire County Council, when deemed appropriate, to access specialist teacher support for pupils. This additional input is co-ordinated between pupil's class teacher and the SLT lead for EAL provision.

Able, Gifted and Talented (AGT) pupils

At St Mary's & St Benedict's, we understand that all children require support and challenge in their learning in order to make progress and reach their potential. Subject leaders work with teachers to identify and support these children through our teaching and learning activities, our more able (MA) pupils are given a wide variety of challenges and experiences which develops their resilience, inspires them and deepens their understanding of the tasks.

They are encouraged to develop their abilities to ask questions, explain and reason, persevere, communicate their thoughts and take risks in their learning. We strive to provide creative means to increase their independence and curiosity, leading to an ever-increasing love of learning.