Physical Education Policy

St. Peter's R.C. Primary School

Reviewed and updated - October 2025 Review date – October 2027



"Start children off on the way they should go, and even when they are old they will not turn from it." Proverbs 22:6

Key Priorities in Whole School PE, School Sport and Healthy, Active Lifestyles:
ALL pupils leaving St. Peter's RC Primary School (now and in future years) have had positive, memorable experiences in PE, sports and other physical activities. All pupils have been given the opportunity to be as physically active as they are able to be and have the physical competence, confidence, knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong enjoyment and participation in physical activity and/or sport (physical literacy).

Physical Education Policy

St. Peter's R.C. Primary School

Intent

We believe that primary school years are crucial to tackling obesity and physical inactivity. Regular physical activity is proven to reduce the risk of many long-term conditions including heart disease, diabetes, cancer, anxiety, depression, dementia, arthritis and obesity. It also helps prevent hypertension, maintain healthy body weight and improves mental health, quality of life and well-being. At St Peter's, we encourage and give all our children the opportunity to take part in physical activity that is fun, rewarding and improves health and well-being. Following the National Curriculum 2014 and Early Years Foundation Stage Curriculum, we aim 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.

Through sport, physical activity and PE we aim to enthuse, inspire and motivate all children to learn new skills whilst having lots of fun.

In the Early Years Foundation Stage, the intent is to encourage the physical development of the children as an integral part of their work. We aim for children to achieve the physical development elements of the Early Learning Goals. Physical development involves providing opportunities for the children to be active and interactive; and to develop their confidence, co-ordination and control of the way they move and care in the handling of tools and equipment. Children must also be helped to understand the importance of physical development and to make healthy choices. 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. We focus on developing fine and gross motor skills as well as the 5 fundamental movement skills (catching, hopping, jumping, running fast and throwing). These 5 skills along with opportunities to develop a wider range of physical skills will ensure children are ready for KS1 PE.

In Key Stage 1, the intent is to carry out an initial baseline assessment of the 10 fundamental movement skills. From this baseline, the teacher can design or adapt their PE curriculum and focus on the fundamental movement skills the children are less proficient in. During KS1, the children continue to develop the 10 fundamental movement skills including running, jumping, under arm throw, over arm throw, hopping, catching, kicking, rolling, skipping and bouncing, as well as developing balance, agility and co-ordination, and beginning to apply all of these in a range of contexts. The children should develop their knowledge in using simple tactics in game type activities. They are also taught to create sequences of movement in gymnastics and dance type activities.

Physical Education Policy

St. Peter's R.C. Primary School

At the end of KS1, the intent is to assess the 10 fundamental movement skills again. This will show the impact on their performance and which skills they have mastered. This information is then shared with the year 3 teacher.

In lower Key Stage 2 (Years 3 and 4), the intent is to develop children's attacking skills through a range of different games and activities. However, this is delivered through uneven sides (ie. 3 V 1 or 4 V 2). They will also develop their knowledge of simple attacking tactics, which are transferable across similar categories of games (ie. Target games, invasion games, net/wall games, striking and fielding games and creative games). In dance and gymnastics, the intent is to develop children's performance and sequencing skills.

In upper KS2 (Years 5 and 6), the intent is to develop children's attacking skills when they are working as a team and to develop their knowledge of defending strategies. These are delivered through modified mini-versions from uneven sides to even sides (ie. 5V3, 5V4, 4V4, 5V5, etc). The learning the children receive through the different categories of games leads to playing an intra school games competition and for some children moving to inter school competitions or non-competitive festivals. In dance and gymnastics, the intent is to develop children's performance and for them to compose longer sequences of movements with a partner and group.

Children across the school take part in outdoor and adventurous activity which includes challenges both individually and within a team. All children are also encouraged to compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety is taught at Key Stage 2. The intent is to teach children to swim competently and proficiently over a distance of at least 25 metres. They are taught to use a range of strokes effectively and to perform safe self-rescue in different water-based situations.

Our aims:

- A high-quality physical education curriculum inspires all pupils to succeed and excel in a range of physical activities, competitive sport and other physically-demanding activities.
- PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities.
- PE provides opportunities for pupils to become physically confident in a way which supports their health and fitness.
- To enable children to develop and explore physical skills with increasing control and coordination. Children will develop competence to excel in a broad range of physical activities.
- To encourage children to work and play with others in a range of group situations.

Physical Education Policy

St. Peter's R.C. Primary School

- To develop the way in which children perform skills, and apply rules and conventions, for different activities.
- To show children how to reflect on their performance, plan, perform and evaluate actions, ideas and performances to improve the quality of their work.
- To teach children to recognise and describe how their bodies feel during exercise. PE promotes an understanding in children of their bodies in action.
- To develop the children's enjoyment of physical activity through creativity and imagination.
- For children to represent their school in competitive sports, festivals and other events.
- For children to face up to different challenges as individuals and in pairs, groups and teams developing concepts of fairness and of personal and social responsibility.
- For children to take on different roles and responsibilities, including leadership, officiating and coaching.
- To develop communication and speaking and listening skills.
- To provide children with a skillset which can be used and developed throughout their lives.
- To make a significant contribution to the spiritual, moral, social and cultural development of children.
- The ensure children know that we eat for energy and then need to use this energy by being active.
- To ensure children have the opportunity to take part in a range of activities that build character and resilience helping to embed our sports values of self-belief, determination, honesty, passion, teamwork and respect.
- To equip all children with the skills necessary to lead healthy, active lives. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

Why does Physical Literacy Matter?

Physical Literacy is about our relationship with movement throughout our life. It is about how we move, and how that makes us feel. It is important that when delivering physical activity, PE and sport, we ensure children have a positive experience. Keeping lessons and sessions fun, engaging and providing children the opportunity to socially connect with one another, will give us a better chance of keeping them active in years to come.

Physical Education Policy

St. Peter's R.C. Primary School

PE and Sports Premium Funding

The sports premium funding is spent on making additional and sustainable improvements to the provision and quality of PE and sport that we offer. This will benefit all pupils by encouraging the development of healthy, active lifestyles. It is of high importance to us, that the focus of our spending leads to maximum, long lasting impact that will leave a legacy for and benefit future generations of St. Peter's children. Small steps will create great change!

Schools are required to publish details of how they spend this funding as well as the impact it has on pupils' PE and sport participation and attainment. Our detailed action plan for the current year and sports funding statements for the previous years can be found in the PE section of our school website.

Each year, our school demonstrates an improvement across the 7 Key Indicators from the DfE:

1. Increased confidence, knowledge and skills of all staff in teaching high quality PE and sport.
2. The profile of PE, school sport and physical activity being raised across the school as a tool for whole school improvement.
3. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.
4. Broader experience of a range of sports and physical activities offered to all pupils.
5. Increased participation in competitive sport, festivals, other events and transition into community sport (resulting in improved collaboration with local networks).
7. Meet the National Curriculum requirements for swimming and water safety.

Implementation

Entitlement:

We provide all pupils with at least two hours of high-quality Physical Education each week. These 2 hours are taught on separate days. PE is taught by the class teacher for at least one hour per week and by a dance and drama specialist for the next hour. We also regularly have coaches (who often work alongside the teacher), fun events, Change4Life days, health and well-being days and fundraisers occurring throughout the year. Units of work are blocked so that for a set period of time, all lessons focus on the same area of activity, e.g. Seven weeks on gymnastics. This is now recognised as the most effective way of promoting learning in PE. Each class is timetabled so that they can access the hall and

yard for the duration of the unit that they are studying. Lessons are taken outside where possible depending on the nature of the activity and the weather.

In the Early Years Foundation Stage, the lessons are structured so that there are 2 timetabled one-hour sessions per week aimed at physical development, dance and fundamental movement skills. This is in addition to the development of gross and fine motor skills in continuous provision and other sessions such as funky fingers, drawing club and Forest Schools.

PE curriculum planning:

PE is a foundation subject in the National Curriculum but is highly valued within our school. What PE provides is a necessity for future generations. PE has the capacity to bring about lifelong healthy lifestyles. A life filled with enriched experiences is the result of being physically active.

The school follows the Lancashire Scheme of work for PE, covering a wide range of activities, games and sport. Good – quality PE lessons are delivered consistently and children benefit from working with highly skilled and experienced staff. Our PE curriculum is diverse, providing children with the opportunities to try new activities.

Curriculum lessons include:

- Fundamental movement skills
- Dance
- Invasion games
- Striking and fielding games
- Net and wall games
- Target games
- Health related fitness
- Creative games – tag and target
- Gymnastics
- Yoga
- Athletics
- Outdoor and adventurous activities
- Swimming and water safety

Physical Education Policy



St. Peter's R.C. Primary School

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps show the PE activities covered in each half term for each class. A 2-year rolling programme is used to ensure children receive full coverage of the curriculum entitled to them.

We use the Lancashire schemes of work as the basis for our medium-term plans. This gives an overview of each unit of work for each half term. These plans define what we teach and ensure an appropriate balance and distribution of work across the year.

Class teachers use the daily plans from the schemes of work for each PE lesson and annotate where necessary. This lists the specific learning objectives and expected outcomes and gives details of how the lesson is to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Teaching and learning style:

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 or 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 to both collaborate and compete with each other, and they have the opportunity to use a wide range of resources.

Lessons start with a warm up and finish with a cool down. A carousel of activities is usually used to deliver specific objectives. For example:

- Station 1 – Recap of last learnt skill (consolidating).
- Station 2 and station 3 – Skill development (explore and develop new skills)
- Station 4 – Application (sequence or game)

In all classes, children have a wide range of physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- To adapt a task for different learners, we consider changing one or more STEP: Space, Task, Equipment, People.
- Setting common tasks that are open-ended and can have a variety of results (e.g. timed events, such as an 80 m sprint).
- Setting tasks of increasing difficulty, where not all children complete all tasks.

Physical Education Policy



St. Peter's R.C. Primary School

- 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 apparatus, varying the size of ball).

What makes an effective PE lesson?

1. Getting changed timer.
2. Use a whiteboard to show KS2 children how the hall/yard needs to be set up. TA watch KS1 children get changed whilst teacher sets up.
3. Wake and shake / yoga / warm up on IWB for those that are ready (whilst waiting for others).
4. Water bottles.
5. Check kit (inform parents if a child doesn't have a full kit). Spare PE kit in Class 4.
6. Warm up – child led where possible. Dishes + Domes, Hot + Cold, Fast + Slow, Gears. (Is it fair? Bring maths into it E.g. 2points each, counting in 2's, clockwise / anti – clockwise, symmetrical shapes, etc.)
7. Re-cap last lesson.
8. Share lesson objectives with the children.
9. Learning Journey (assessment). Take photos on I-pad so children can view them on Interactive Whiteboard and identify good skills and improvements.
10. Steps to success.
11. Bring in science, exercise, pulse, healthiness. Ask children how they are feeling throughout lesson.
12. Lessons should be based on an objective carousel where appropriate. Activities include: re-capping previously learnt skills (consolidating), skill development (exploring and developing new skills), application (sequence or game).
13. Lessons are adapted to suit the needs of all learners by space, task, equipment (eg. apparatus, size of ball), people (on own, in pairs, groups, TA support) – STEP. Group children according to ability where possible.
14. Include interesting challenges- hold ball out, touch toes, plank.

15. Cool down – could be linked to the next lesson. What was your favourite part of the lesson and why? Set a challenge for next lesson. How can kids improve health or skill?
16. Children help to put equipment away.
17. Ongoing assessment on plan. Film assessment activities and complete assessment grid at the end of each topic. Record any end of unit gaps on assessment sheets which will be passed to next teacher.

PE and ICT

Information and communication technology enhances the teaching and learning in PE, where appropriate, in all key stages.
Some examples of this are; 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 performances from recordings and use these to improve the quality of their own work. The Ipads are used to record activities and games that the children have created and these are then shared with the school community. Ipads are also used for the children to create workout DVD's which are then used in the different classes during 'Wake and Shake'. A digital camera and the I-Pads can record experiences during indoor and outdoor activities and can be used for assessment purposes. The interactive whiteboards in the hall and classrooms can be used to display sports being played in 'real life' and can be used for demonstrations as well as an interactive teaching sessions.

Contribution of PE to teaching in other curriculum areas

The whole school community is aware of the power of PE, sport and play. The profile of PE, school sport and physical activity is raised across the school as a tool for whole school improvement We know that unhappy and unhealthy children don't learn effectively. If children don't learn, they don't achieve their potential in life and we don't have a society fit for the future. Children who move and play, grow and learn!

Exercise does so much good for the body and the brain. It improves concentration, creativity and memory. The boost to the immune system can last up to 6 hours, so it's important to exercise regularly. Our active school environment directly contributes to better behaviour and improved results. But more importantly, it creates children who move around more, who are healthier, happier and more engaged. Active children make strong students!

Fundamental movement skills (FMS) are the building blocks of being active; they underpin every movement that we'll make throughout our lives. Learning fundamental movement skills enables agility, balance and coordination and are developed from an early age to

ensure that every child is given the opportunity to excel in sports and fitness. Not only this, but studies have also found strong links that developing these core skills can have a positive effect on confidence, cognitive function and communication. From an early age, a child's level of physical development dictates their ability to hold a pencil, put on their shoes and read a book, and as children grow this set of skills will determine how they behave for the rest of their lives.

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.

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

The teaching of PE offers opportunities to support the spiritual, moral, social and cultural development of our children through the way in which 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 cooperate 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.

PE contributes to the teaching of Geography especially when completing outdoor and adventurous activities. Children read and follow maps when orienteering as well as learn map symbols and compass points.

PE contributes to the teaching of Science especially when learning about our bodies and the effect exercise and healthy eating have on our bodies.

Basically, PE contributes to the teaching of all subjects.

Active Learning in ALL curriculum subjects

At St. Peter's, we are committed to engaging pupils in active, purposeful learning across all subjects. We believe that children learn best when they are fully involved in their learning. Physical movement, collaboration, and hands-on experiences help to deepen understanding, improve focus, and promote lifelong learning.

Wherever possible, we encourage lessons that allow pupils to get out of their seats - to move, think critically, explore, and interact with others both inside and outside the classroom. Across all subjects, active learning strategies are embedded to engage pupils, enhance progress, and make learning meaningful and memorable - supporting our simple but powerful approach: '*Sit less, move more and learn better*!'

Physical Education Policy

St. Peter's R.C. Primary School

60 active minutes (Sit less, move more!)

` We live in a world where children can spend all day not moving and this impacts their emotional and physical well-being. The Chief Medical Officer's guidelines recommend that schools, parents and the sport sector must work together to ensure that children and young people have access to at least 60 minutes of physical activity every day. At least 30 minutes should take place in school, and the remaining 30 outside the school day but we exceed this expectation.

All our children have the opportunity to take part in at least 60 minutes of activity a day in school (in which 30 minutes is rigorous) and this is as well as the 2 hours of curriculum PE. Teachers, schools and families all have a big part to play in helping children to sit less and move more. We need to help children to understand that physical activity is the key to a healthy and successful life. It is essential to educate children and instil good habits. We want children to be up and active from an early age.

How do we achieve the 60 active minutes each day?

We have developed our active learning approaches across all areas of the curriculum and beyond. The impact of this on our children has been significant and is something we are really proud of and will continue to build on!

Movement is integrated into learning (in all subjects) where appropriate and purposeful. Teachers are aware that it needs to be as much about learning as it does about moving

We use both indoor and outdoor environments to incorporate physical activity into learning and play.

Wake and shake (Supermovers, Go Noodle).

Active lessons (physical activity in other subjects).

Active breakfast club and Keys after school club.

Forest School sessions.

Continuous provision in KS1.

Yoga/mindfulness.

Football and climbing frame rotas.

Virtual competitions (Eg. Race to Lapland, Gymnastics).

Daily mile and/or active breaks. Brain breaks and energisers.

Standing lessons.

Physical Education Policy

St. Peter's R.C. Primary School

Active play time and lunch times with playleaders and trained staff.

Before school clubs, break time clubs, dinner time clubs and after school clubs.

Regular extra sporting, physically active and PE opportunities.

Change 4 Life Day.

Health and well-being days.

Other cross-curricular, active days (eg. Viking day, Rockstar day)

Woodland nurture groups.

Inclusion PE sessions.

Sponsored events (eg. Danceathons, colour run, glow sessions and mad dash).

Special reward days (eg. bouncy castles, FUNda day).

Extra dance practise for KS1 nativity and KS2 end of year show.

Whole school dance projects for special occasions (eg. England world cup, Queen's jubilee)

PGL – Robin Wood.

School trips, walks to the park, big walks.

Sports Day, Bikeability, Play leader training.

Competitions, festivals and inclusion events.

Equal opportunities AND Inclusion

We teach PE to all children, whatever their ability or individual needs. All pupils are given the opportunity to be as physically active as they are able to be. 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 good progress. We strive hard to meet the needs of those pupils with special educational needs (SEN), those with disabilities (SEND), the most disadvantaged, the least active and those with special gifts and talents, and we take all reasonable steps to achieve this.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Weekly and termly assessment allows us to consider each child's attainment against expected progress. This helps to ensure that teaching is matched to a child's needs.

Physical Education Policy



St. Peter's R.C. Primary School

Individual Education Plans (IEP's) and Personalised Provision Plans (PPP's) are created for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

We enable all pupils to have access to the full range of activities involved in learning PE. We also ensure all children are able to participate in activities outside of school (a sports event at another school including non-competitive festivals and inclusion events, for example). We aim to provide meaningful and positive experiences relevant to the confidence, competency and motivations of all our children and we identify children in greatest need for each particular event.

Physical Education in the school will comply with the three basic principles for inclusion that will be;

- Set suitable learning challenges.
- Respond to pupils' diverse learning needs.
- Strive to overcome potential barriers to learning and assessment for individual and groups of pupils.

The action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN code of practice. Some pupils may need specialist equipment and approaches or to alternative or adapted activities, consistent with school based intervention augmented by advice and support from external specialists, or in exceptional circumstances, with a statement of special educational needs.
Any classroom support provided must extend into physical education lessons as appropriate. Teachers and TA's working with the children will be aware of any pupils who have special educational needs or medical conditions. The SENCO and subject leader will liaise with all staff to ensure all pupils' needs are met in relation to teaching and learning in PE.

Assessment for learning, Assessment and recording, Assessment and Reporting

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which they can improve. Teachers record the progress made by children against the learning objectives for their lessons. Throughout and at the end of a unit of work, teachers make a judgement for each child. Teachers record this information and use it to plan the future work of their class. They also use the core tasks which have been designed to give pupils an opportunity to use what they have learnt through the unit in an authentic context that is suitably challenging for their age and ability. These records also enable the teacher to make an annual assessment of progress and effort for each child, as part of the school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

Physical Education Policy

St. Peter's R.C. Primary School

Equipment and Resources

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 cupboard, and this is accessible to children only under adult supervision. The hall contains large apparatus including a climbing frame and benches. We expect children to help set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely. The children use the school field, school hall and school yard for games and athletics activities. The school field is used for sports day. The hall is used for dance, yoga and gymnastics activities. The local swimming pool is used for swimming lessons. The whole of the school grounds are used for Forest Schools and orienteering (outdoor and adventurous).

Safe Practice / health and safety

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education and Sport" guidance provided by AfPE and Lancashire. A copy of the most recent Apfe manual is located in the PE cupboard and teachers are urged to consult with the PE subject leader (who has regular AfPE training) when needed.

We encourage the children to consider their own safety and the safety of others at all times. All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to identify hazards, assess the consequent risks and take steps to control the risks to themselves and others.

We expect them to change for PE into the agreed clothing for each activity area. Children with longer hair must have their hair tied back, any children arriving at school with their hair down will be given a band by their teacher and requested/helped to tie their hair up. There should be no extravagant hair adornments, only very small bobbles and bows will be allowed. Staff should set a good example to children and ensure that they are wearing appropriate footwear at all times.

The school PE kit:

- Plain white t-shirt – no logos or writing.
- Black shorts.
- Black pumps.
- Trainers (ideally).
- For the winter months children may bring plain black jogging pants in order to take part in outdoor lessons. These can be worn with their PE t-shirt and school jumper / cardigan.
- Children who wear tights will need to have a pair of white socks for indoor PE.

- In hot weather, protection from the sun is advisable therefore children can wear caps and loose, light clothing. Parents will be advised to provide sun cream protection for their children to apply.
- The above items need to be contained in a small pump bag.
- For swimming lessons, boys will need swimming trunks or lycra shorts. Girls will need a swimming costume (no bikinis). Long hair needs to be tied back and covered with a swim cap.
- Children in Class 1 will need a pair of wellingtons which will remain in school.

In regard to religious and cultural clothing and requirements, in order to maximise safe and meaningful participation, the school and staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing. The school will ensure that any clothing worn to comply with a faith commitment should be appropriate to the PE activity. Clothing should be comfortable and allow for freedom of movement, while not being so loose as to become a hazard. A tracksuit is perfectly acceptable clothing for Muslim students and is not seen as offending the principles enshrined in Haya relating to modesty and decency. Headscarves (such as the hijab), where worn, should be tight, secured in a safe manner, particularly at the side of the face, and unlikely to obscure vision or catch on anything that may put the wearer at risk. Students can also consider obtaining a sports version of the hijab, for improved suitability. In swimming lessons, unacceptable exposure of the body should be managed through adjustments in swimming attire to accommodate religious and cultural sensitivities while not compromising the safety of the students concerned.

On health and safety grounds we do not allow children to wear jewellery in our school. The exceptions to this rule are plain, smooth, metal (gold or silver) earring studs in pierced ears. We ask the children to either remove these objects for PE and other physical activities, or cover them with a plaster or tape, to prevent them from causing injury. If parents don't send in plasters or tape, then they do so at their own risk. Watches need to be removed for PE. For swimming lessons, the children will be expected to remove earrings completely as plasters are prohibited at the swimming baths. Nail varnish is also not permitted. Activity monitors like Fitbits are allowed and encouraged but should be made of soft materials to be worn in PE or covered with a fabric sports wristband.

At St Peter's we strive to use our stunning outdoor environment to enhance learning. Parents are informed when their child will be learning in the outdoor/woodland area and they are asked to send in suitable clothing with their child. This can include waterproofs, wellies, warm layers and hat/scarf/gloves. We encourage parents to send clothes which are inexpensive as inevitably they will become muddy and school does not have the facilities to wash clothing.

Physical Education Policy

St. Peter's R.C. Primary School

Extra-curricular activities

The school provides a range of PE-related activities for children to participate in before school, at break times, at lunch times and at the end of the school day. These clubs encourage children to further develop their skills in a range of activity areas. The school sends details of the current after school club activities to parents as soon as soon as possible once all the information and details have been received. Opportunities exist for competitions and festivals within the cluster group and with other local schools. 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 cooperation amongst our children.

The club timetable for each term can be found on the PE section of our school website.

Staff Continued Professional Development (CPD)

All staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be comfortable and confident in the area of activity being taught. Staff should indicate where they need support so that appropriate support can be given by either subject leader or through relevant courses. All staff who attends any CPD must provide feedback/disseminate the information at the following staff meeting. Staff questionnaires and informal discussions help the subject leader plan appropriate CPD.

Monitoring and review (impact)

The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;
- evaluates the strengths and weaknesses in PE and indicates areas for further improvement;
- has a rigorous tracking system for recording every child's participation in PE and sport;
- uses specially allocated regular management time to review evidence of all children's work and the quality of teaching. Regular monitoring includes observing/walking through PE lessons, interviewing pupils, questionnaires (pupil, parent and staff), sport England surveys and monitoring of assessments.

This policy will be reviewed every 2 years and updated as and when necessary.

Physical Education Policy



St. Peter's R.C. Primary School

Signed;

PE subject leader; *Miss Dominique Lynch* Date – 22nd January 2025