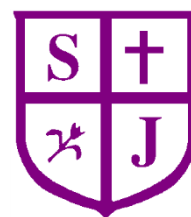


St Joseph the Worker Catholic Primary School
Physical Education Policy
Updated December 2025



Introduction

At St Joseph the Worker we believe that P.E is essential to the development of the whole child. It provides the foundation for a healthy lifestyle and promotes character building, co-operation and raises self-esteem. We are committed to providing all children with a broad range of opportunities to engage in Physical Education.

Aims

- To develop the critical fundamental movement skills that act as the foundations and building blocks for future activity.
- To equip children with the key essential abilities to maximise potential and longer term participation.
- To promote physical activity, physical development and a healthy lifestyle.
- To develop good social skills and positive attitudes whilst working co-operatively with others.
- To provide equal opportunities for all children.
- To give pupils the opportunity for all children to achieve their full potential.
- To give pupils the opportunity for planning, performing and assessing their own and others' work.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

We aim to give all children the opportunity to extend their range of physical skills and develop their proficiency as well as appreciating the benefits of participation. Through physical development we aim to develop interpersonal and problem-solving skills, develop personal qualities, such as self-esteem, confidence, tolerance and empathy and help forge links between the school and its community; all which coincide with promoting British Values.

Curriculum Planning and Organisation

- The Subject Lead will work with Class Teachers to coordinate long term plans using Primary PE Passport which will then provide medium and short term plans for Class Teachers, which they can then adapt according to their class' needs and capabilities. We also use the Premier League Primary Stars planning documents to support the adaptation of lessons and delivery of the curriculum (e.g. the STEP framework for differentiation – see inclusion section for more details).
- Each class is timetabled so that they can access the hall/sports courts/trim trail/daily mile route for their weekly PE lesson and active sessions.

- The playground areas and field are used to facilitate activities such as outdoor activities, games and fitness.
- Swimming lessons are provided by qualified teachers from Kirkby Leisure Centre (Volair), in addition to St Joseph the Worker's staff members.
- Children are all given regular opportunities to participate in after school/lunch time competitive intra and inter school sporting activities. School staff accompany the teams to competitive events off site.

Early Years Foundation Stage

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Early Learning Goals: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Early Learning Goals: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

Key Stage 1 & 2

- The school follows the Primary PE Passport scheme of work which works in accordance with the current National Curriculum guidelines and offers a diverse range of lessons, topics, exercises, activities and games to cover objectives.
- Lessons are blocked in units of work to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively.
- Currently, swimming lessons take place during a two week block for key stage 2 children. Transport time to the local pool is not included as part of the PE time allocation – children have eight, one hour swimming lessons. We provide additional swimming lessons for any non-swimmers throughout KS2.

Contribution of PE to teaching in other curriculum areas

English

Links between PE and English include: writing sequences, following / giving instructions, oral / peer assessments, speaking and listening, understanding of language/songs for dancing and movement within drama.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

Computing

Children use capturing and recording equipment (Ipad) for evaluation / development of skills and use of media to teach and perform topics such as dance.

PSHE

PSHE and PE links include the following Multi-ability assessment foci: Personal skills, Social skills, Cognitive skills, Creative skills and a Knowledge and understanding of Health and Fitness.

SEMH

PE offers many opportunities that support the social development of our children.

Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

Inclusion

- Teacher's planning includes challenging and supporting the development of fundamental movement skills at all ages, stages and abilities. This enables every child to be included and challenged within lessons.
- Class teachers will place the pupils themselves at the heart of their teaching with the ultimate goal of ensuring each and every child feels valued, supported and challenged in their learning and are on their own path to progress.
- As a school, we will ensure that a spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- No pupils will be excluded from any physical education programme unless advised by a medical professional.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities and exercises and using the STEP framework for differentiation (space, task, equipment and people).
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- Children that struggle with motor skills will be invited to a sensory circuit each morning (Monday – Thursday) to help support the development of both fine and gross motor skills.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.

Assessment & Recording

- The children will be assessed in all areas of PE throughout the year. Within EYFS, the children will be assessed against the Early Learning Goals. Across KS1 and KS2, each class teacher will use PE Passport to assess the children's progress in physical skills and knowledge of the assessed topic as well as other elements of PE such as willingness to engage, confidence, communication when working with others etc. which reinforces our vision here at St Joseph the Worker that the purpose of effective PE teaching is to develop the holistic child.
- Assessment is carried out by both the pupils and teachers in the course of a normal class activity.
- This is done mainly through observations and through discussion with children.
- Each child has their own profile on PE Passport on which teachers record levels of attainment and decide whether children are working below age related expectations, at age related expectations or above are related expectations (these are marked as bronze, silver and gold indicators on PE Passport).
- A photograph/video is sometimes used to document some of the children's work when possible.
- Key Stage 2 children self and peer assess within some PE lessons verbally in order to compete against their personal best.
- Physical Education /Physical Development is included as part of the end of year reports to parents.

Health & Safety

All staff are aware of the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons:

- Pupils are taught how to improve their own abilities to assess risks.
- **First aid** equipment is available, and all the staff is trained in what action to take, including calling for assistance in the event of an accident.
- **Inhalers** for pupils suffering from asthma are made readily accessible.
- **Children with diabetes** are monitored closely before, throughout and after PE lessons by staff.
- **Regular checks** are made on **all equipment**.
- All the staff is responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- Pupils are **taught how to move and use apparatus safely** under the supervision of a teacher or responsible adult.
- Pupils are **made aware of safe practice** and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others etc).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- **Teachers ensure that no jewellery is worn in lessons** and long hair should be tied back.
- Pupils wear suitable footwear when travelling to and from the hall.

- If a child has no trainers / pumps for outdoor PE they use their shoes if the activities are on the playground.
- Staff carry out ongoing risk assessments during all PE lessons.

Resources

- There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.
- Large equipment / mats other PE resources are stored safely and neatly in the hall storage areas/cupboards.

Administration Arrangements for Extra Curricula Sporting Events

The PE coordinator liaises with teachers, support staff and sports coaches to arrange after school clubs / attendance of children at External Sporting competitions/events.

Where necessary the PE coordinator liaises with the Educational visit lead to ensure that the appropriate paperwork is completed.

Monitoring & Review

- The subject leader will oversee the continuity and progression within annual long term plans and medium term plans.
- Subject lead will monitor assessment outcomes and analyse data to ensure appropriate provision is in place.
- Subject lead will monitor the quality of teaching and learning through observations and videos/photos gathered for each topic.
- The subject leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.
- Staff CPD in PE is actively encouraged.