

# ST. BERNADETTE'S CATHOLIC PRIMARY SCHOOL

## PE Policy



*Learn to Love, Love to Learn*



## Physical Education Policy 2025-2026

### Introduction

At St Bernadette's Primary School, you will find us caring, hardworking and co-operative. We follow the ways of Jesus using our talents and gifts to make our school special. We show respect to all and welcome you. We believe that Physical Education, School Sport and Physical Activity (PESSPA) experienced in a safe and supportive environment, is a distinctive and essential contributor to a pupil's physical development and well-being.

Our Physical Education policy establishes common codes of practice for staff and pupils and common administrative procedures. It also ensures that statutory requirements are followed.

St Bernadette's is a caring Catholic School and we are faithful to the Catholic Faith, respecting each and every person as special, created in the image and likeness of God. As a beacon of hope, we live by the motto 'Learn to Love, Love to Learn'.

### PE Intent

- To provide a resilient and challenging PE curriculum from Reception to Year 6 for both indoor and outdoor lessons that focuses on a breadth of experience.
- To deliver a sequence of aspirational and engaging lessons that ensure the requirements of the PE NC are covered.
- To show a clear progression in knowledge and skills across the 6 key areas Games, Gymnastics, Dance, Athletics, OAA and Health and Fitness – See Progression of Skills document.
- In Reception and KS1, the focus of the PE curriculum at St Bernadette's is on the development of the fundamental skills and developing a love of learning.
- In KS2, these fundamentals will be developed by applying them to specific sports.
- To develop a lifelong love of Physical Activity, Sport and PE in all children.
- To help ensure a positive and healthy physical and mental outlook in the future and help young people to develop essential skills like leadership and teamwork.
- To give every child regardless of class and ability the opportunity to develop skills in PE, consider the impact on their health and fitness, compete/perform and evaluate.
- To address social disadvantage and address gaps in knowledge and skills of learners at St Bernadette's.
- To provide an extensive extra-curricular programme for all children at St Bernadette's.

*Learn to Love, Love to Learn*



### PE Implementation

- Pupils participate in two (1 indoor and 1 outdoor) high quality, challenging and enjoyable PE lessons each week, covering two sporting disciplines (Games, Gymnastics, Dance, Athletics, OAA and Health and Fitness) each half term (Children in Y4 swim daily for a 2 week block – Pop up pool).
- Teachers are provided with detailed lesson plans that ensure all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum.
- Provide technical glossaries, skills posters and adult guidance support teachers in their subject knowledge, allowing them to share technical vocabulary and skills clearly, confidently and concisely.
- To deliver lessons that are planned alongside subject-specific progression maps to ensure that children are given the opportunity to practise existing skills and also build on these to develop new or more advanced skills.
- To have a lesson structure whereby prior learning is always considered and opportunities for revision and practise are built into lessons.
- To include key assessment questions to assess the different levels of understanding at various points in the lesson and allow time to recap concepts where necessary, helping to embed learning.
- Opportunities to work with experts in the field and learn from their work ethic and demonstrations of good practice.
- Subject leader to share expertise to address gaps in teacher knowledge by delivering staff meetings and team teaching lessons to raise teacher's expertise.
- To develop children's skills through extra-curricular and attending inter-school competitions.

### PE Impact

- Children at St Bernadette's will have learned a breadth of concepts and skills and built on previously learned knowledge and skills.
- Each unit is mapped against the progression documents to ensure that children develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content.
- Our indoor units are often themed with strong cross-curricular links to other subjects and topics, such as Romans and Traditional Tales. This all helps to make the learning memorable, allowing links to be made and ultimately creating a higher level of engagement and understanding.
- Most children will have embedded the key knowledge and skills in their long term memory.
- Learning will be reflected across year groups and key stages. This will be evident during drop in sessions/observations of lessons.
- The high quality and consistent approach to PE teaching should significantly improve attainment in knowledge and skills in PE.

*Learn to Love, Love to Learn*



- Using the full range of “The Twinkl Move” resources, including PowerPoints and display materials, will increase the profile of sport, PE and physical activity across the school with technical PE vocabulary displayed, spoken and used by all learners, the learning environment will be more consistent across both key stages.
- Children will be able to talk and show what they have learned respectfully, confidently and enthusiastically.
- When leaving in Year 6 the children will be curious and inquisitive to learn more.
- Year 6 children leave St Bernadette’s with the skills to self-rescue in the water and swim 25 metres competently.

### Content

At St Bernadette’s Catholic Primary School, our PE curriculum offers a base of movement knowledge, skills placing pupils in co-operative, collaborative and competitive situations which aim to cater for the preferences, strengths and needs of every pupil. They will be encouraged to appreciate the significance of having a healthy body and start to understand the factors that affect health and well-being.

Our PE curriculum embraces the Statutory Guidelines of the National Curriculum 2014 and Early Years Foundation Stage (EYFS) Guidance. It is inclusive and every pupil has equal access irrespective of their age, gender, cultural or ethnic background. Whilst retaining its unique contribution to a pupil’s movement education, PE has considerable potential to contribute to wider areas of learning and it is considered important that it is integrated into whole school planning to develop pupils’ knowledge and understanding.

PE is delivered throughout the afternoon. All classes have at least two hours of PE per week. PE lessons are 1 hour lessons (1 indoor lesson and 1 outdoor games lesson). We are endeavouring to ensure we implement the Department of Health guidelines for daily physical activity which are as follows:

*Early Years/Under 5s: Children of pre-school age who are capable of walking unaided should be physically active daily for at least 180 minutes (3 hours), spread throughout the day. All children should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.*

*5 to 18 years: All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day. Vigorous intensity activities, including those that strengthen muscle and bone, should be incorporated at least three days a week.*

**PE should rarely be cancelled.** At St Bernadette’s we recognise the importance of the subject contributing to all aspects of health. In the event of weather conditions making it unsuitable to complete the activity planned, alternative arrangements are made. These include class based physical activities or such activities around the activity (e.g. evaluating and improving work based on watching video clips from previous weeks learning) or rescheduling the activity for another day. If the indoor space is available, the activity is taught inside with modification or adaptation still allowing the learning intentions to be achieved.

*Learn to Love, Love to Learn*



On no account is cancelling a PE lesson used as a sanction.

In the EYFS teachers should:

- Deliver the planned activities that offer suitable physical challenges and provide sufficient space, indoors and outdoors, to set up appropriate activities
- Give sufficient time for children to use a range of equipment.
- Provide resources that can be used in a variety of ways or to support specific skills.
- Introduce the language of movement to children, alongside their actions.
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

In Key Stage 1 teachers should,

- Deliver lessons that teach knowledge, skills and understanding through dance, gymnastics and games activities.
- Encourage pupils to master basic movements including running, jumping, throwing and catching. As well as developing balance, agility and co-ordination.
- Once mastered, ensure pupils begin to apply these skills in a range of activities especially gymnastics.
- Provide time for pupils to develop their fundamental movement skills, therefore become increasingly competent and confident by accessing a broad range of opportunities.
- Engage the pupils in competitive (both in self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Allow pupils to participate in team games, developing simple tactics for attacking and defending.
- Ensure pupils perform dances using simple movement patterns.

In Key Stage 2 teachers should:

- Deliver lessons that endeavour to develop running, jumping, throwing and catching both in isolation and in combination situations.
- Teach lessons that continue to apply and develop a broader range of skills, learning how to use them in different situations.
- Develop flexibility, strength, technique, control and balance in all activities.
- Provide opportunities for competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.
- Teach dances using a range of patterns and motifs.
- Allow children the opportunity to take part in outdoor and problem solving activities which challenges both the individual and the team.

*Learn to Love, Love to Learn*



- Provide the opportunity for pupils to be able to swim competently and proficiently for at least 25 metres and perform safe self-rescue in different water-based situations.
- Insist that pupils will be able to compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- Develop pupils understanding of how to improve in different physical activities and sports while learning how to evaluate and recognise their own success.

## Curriculum Management

### Planning and Preparing the Physical Education Curriculum

All our PE lessons are well-prepared and structured to contribute to safe learning situations. Good practice = safe practice.

In the planning stage we think through the following process:

- This is what I want pupils to learn.
- This is how I plan for learning to take place
- Is the learning experience safe?

Our Action Plans, plus other useful PE resources, are stored on "staff common drive and these are regularly updated by the PE Subject Leader. Teachers need to modify their own learning objectives and outcomes to suit the needs of the class and these are made clear to pupils. Teachers should also conduct their own risk assessment plan, differentiated learning tasks and assessment opportunities and ensure these are noted on their short-term plans.

Each lesson must include a warm-up and cool down relevant to the main activity/learning outcomes and learning environment/weather conditions. All pupils should be physically active for sustained periods of time in every lesson. Increasingly they should learn about the components and how to perform warm up and cool down exercises identifying the principles of safe exercise practice.

The use of visual aids and IT are strongly encouraged to enrich learning. Each lesson has a PowerPoint to enhance the teaching and learning.

*Learn to Love, Love to Learn*



Swimming will take place at St Bernadette's, using a pop up pool in the Spring term for all children in Y4 for 2 weeks. Pupils attend daily sessions for approximately 30 minutes. Lessons are planned and delivered by the outside provider's/swimming instructors and St Bernadette's teaching staff will support delivery. There will be an adult in the water to assist the non-swimmers developing their confidence, as well as a lifeguard on poolside. The instructors/teachers will provide assessments at the end of each week and the class teacher will deliver a session, in-school, on water safety at the beginning of the programme.

### Progression in the Physical Education Curriculum

Carefully planned and progressive skills and knowledge is fundamental to enabling pupils to improve safely their skill and understanding in PESSPA. All pupils should be enabled to achieve success in an environment that safely meets their needs. At St Bernadette's when planning the PE curriculum, we applied the STEP framework to ensure the setting of appropriate challenge.

Space: Where the activity is happening?

Task: What is happening?

Equipment: What is being used?

People: Who is involved?

High quality and progressive PE lessons should include challenges for pupils, which involve developing:

- A sense of achievement
- Learning something new and wanting to learn more
- Physical and mental well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair

### Personalised Learning in the Physical Education Curriculum

As a school, we have the highest expectations of pupils and believe they all should have the opportunity to make progress in PE. All pupils will learn if they are provided with appropriate learning conditions. Differentiated work or personalised learning involves matching the tasks to the students to enable progress at an appropriate pace. In addition, our range, quality and availability of age and ability related equipment for most activities enable us to meet the specific needs of our pupils. As previously stated The STEP framework is used at our school to support effective planning or personalised learning in PESSPA

### Assessment of Pupil Progress and Attainment in PE

We ensure that:

*Learn to Love, Love to Learn*



- appropriate Assessment for Learning approaches are applied to formative assessment to inform future planning
- pupils' achievement and attainment is assessed and recorded on at least a termly basis
- pupils' achievement and attainment is measured against the relevant National Curriculum requirements at the end of each Key Stage and this is reported according to government guidelines through end of year reports.

### Clothing, Footwear and Personal Effects

#### Clothing for pupils

All children should have a clearly named PE kit in school every day. Our PE kit consists of:

- A white t-shirt
- Black (or navy blue) shorts /leggings/tracksuit bottoms, no stripes, logos or other emblems
- Black trainers or pumps – that fit properly and are different to shoes worn in school

PE kits should be taken home in the holidays for washing.

Tracksuits may also be worn for outdoor activities in cold weather and in gymnastics and dance pumps must be worn for improved quality of movement and safety. The class teacher should assess the condition of the corridor, leading to the hall, before asking children to enter the hall.

Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards.

If the child is well enough to be in school, they are encouraged, unless on health grounds (such as a broken bone), to take part. They should only miss PE lessons if this is requested by their parents, either by direct contact with the school or in a note to the teacher

Non participants should be included in the lessons and. They should not be excused from the lesson such as "reading a book". They can take the role of an evaluator, coach, score keeper etc.

#### Clothing for staff

Teachers and support staff involved in the lesson are expected to wear suitable footwear and clothing for teaching PE or leading PESSPA clubs and activities and be a role model.

#### Personal belongings



Personal belongings, such as jewellery, (including piercings), watches, hair slides and sensory aids including glasses, should ideally always be removed to establish a safe working environment. Staff should be mindful of their own adornments and remove them prior to teaching PE. Long hair should be tied back for every lesson with a suitably soft item. Disclaimers from parents alleging the removal of responsibility from teachers in the event of an injury occurring while their child takes part while wearing jewellery, personal effects or non-policy clothing or footwear should be declined.

Our policy on clothing, footwear and personal effects in PE is provided to new parents on their child's entry to the school. It is also on our website and is annually provided in a newsletter/welcome meeting.

## **Equipment**

### **Managing equipment**

Pupils are taught to lift and carry equipment safely from an early age. They know how many people are needed to carry and place specific items of equipment and how to carry correctly.

All equipment should be checked before using it to ensure it is safe to use, assembled correctly and not damaged or faulty. Pupils should be involved in reporting any faulty equipment in line with their age, ability and previous experience. In addition to the annual contractor (gymnastics and early years' outdoor equipment/surface) inspections, staff must report any damages to either the PE coordinator or the site manager.

Where equipment is deemed unsafe, but repairable, it is moved well away from the working area and clearly labelled as unsafe until it is repaired.

Equipment condemned following an inspection is completely removed and disposed of.

### **Mats/gymnastics equipment**

Mats are designed to absorb impact when landing on the feet so need to be placed as suitable landing areas for pupils when working on large apparatus. They also provide a suitable cushioned area for aspects of floor work (e.g. developing rolling).

Mats should not be used to protect against a poorly developed skill such as anticipating that pupils will fall while suspended from apparatus.

### **Storage of PE Equipment**



Games equipment is kept in the junior hall cupboard and storage sheds on the KS2 playground. Gymnastics equipment is stored in and around the junior hall. It is the responsibility of all staff (not children) to ensure that the equipment is replaced tidily in order to minimise the potential for tripping, and to allow safe accessibility for pupils to pick up, transport and site the equipment they are using.

### Inclusion

All pupils are entitled to access a full programme of PE as possible. (Equality Act 2010)

To allow all pupils to enjoy appropriate and safe involvement and to demonstrate optimum inclusion as appropriate we try to gain as much knowledge of the specific learning difficulty, disability, medical condition or emotional or behavioural disorder and understand how the individual's condition affects them.

### Medical needs

Pupils who have suffered an injury, had a medical operation or have been advised by their doctor to not participate in PE or physical activity, may be excused from practically taking part in PE lessons until recovered. The child will be given a different role to undertake e.g. umpire, coach or commentator.

Parents will need to report this, bring any medical documents and bring a written letter to the class teacher/PE Teacher explaining their child's condition. The appropriate action will be taken to ensure their own safety and to aid recovery. Once the child has recovered this needs to be passed on to the class teacher/PE Teacher, resulting in participation in PE and all physical activity (including break times/lunchtimes).

### First Aid

If an injury occurs in lessons time, that requires further first aid, the class teacher will call for a qualified first aider. The PE subject leader works with the 'appointed person/people' to plan first aid arrangements for sporting events off-site if they themselves are not trained.

### Digital Technology

At St Bernadette's all staff are clear about when and who can photograph students and how images might be used to promote PE/SPA. We include significant details on school admission forms, websites and the school prospectus to inform parents that digital imagery is used in education to support learning, and to reassure them that it will only be used in specific situations about which they will be advised. We ask parents to provide written consent on one occasion to cover the time the pupil is at school and we keep parents and pupils informed of events where photographs may be taken or videos made. A list of pupils who are not permitted to have their photo taken or to be filmed is made available to staff for reference.



### Involving parents and carers

We recognise the important part parents and carers play in encouraging children to participate in physical activity. Information about PE, physical activities and sporting competitions organised by the school and opportunities after school, are shared with parents/Carers by means of specific PE letters from the PE Lead, through the School newsletter or website. Information about all areas relating to PE can also be found on the School website.

### Enrichment Opportunities

We provide a quality assured extra-curricular programme with links, where possible, to local opportunities.

Our school is part of the Central Birmingham Sports Partnership, Catholic Sports partnership and various sporting leagues which enables us to access a wide variety of leagues, fixtures, events and festivals.

Healthy competition is central to both curricular and extra-curricular programmes. Fair play, tolerance, leadership and other values are taught through both.

### Sports Day

We organise an annual Sports Day at the end of the summer term. Parents and carers are actively involved to attend and support their children. We have a wide range of athletic activities on the day to encourage participation and success for all children.

### Staff Training and Support

Opportunities are taken by the PE subject leader and colleagues to attend CPD (both internally and externally) and, as and where appropriate, to increase confidence and competence to deliver high quality PE. Following the training, all staff should provide a brief summary of learning points to the rest of the staff. The subject leader collates the information and evidence on the effective use of the PE and school sport premium.

### Monitoring and evaluation of physical activity

The PE subject coordinator/faculty leader are responsible for the overall monitoring of the quality of PE and physical activity provision.

Physical Education is monitored and evaluated through:

- Lesson observations
- Monitoring of lesson planning

*Learn to Love, Love to Learn*



- Monitoring of equipment
- Pupils Assessment data
- Feedback from staff
- Children questionnaires/interviews
- Pupil records of participation, focusing on different groups
- Feedback from pupils/school council about PE and general physical activity
- Pupil attendance and achievement in sporting competitions
- Attendance at after school sports clubs

When external providers are used to deliver physical activity, the PE Lead will observe to ensure that high quality lessons are delivered and assessed consistently.

### Primary PE & Sport Premium Funding

At St Bernadette's we adhere to the Government Guidelines for the allocation of the Primary PE & Sport Premium Funding.

The following steps are used annually to improve the provision in curriculum physical education, school sport and health-focused physical activity.

#### **Implementation Plan:**

**Step One:** audit, through a self-review, the existing provision in all three of these areas and their impact on all young people's attainment in school that has happened in the previous academic year.

**Step Two:** prioritisation of the areas to develop and action.

**Step Three:** identification of the good or outstanding provision to ensure sustainability in these areas.

**Step Four:** ensure it is possible to evidence the impact of the strategies and be accountable for the expenditure.

This is to promote the following Vision:

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

And to meet the Objective:

*Learn to Love, Love to Learn*



To achieve self-sustaining improvement in the quality of PE and Sport in Primary Schools.

Expected indicators of success include:

- The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
- The profile of PE and sport being raised across the school as a tool for whole school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport

Expenditure and success are to be reported annually to the Governors and SLT and published on the School Website by the end of the academic year.