

# Our Lady's RC Primary School



## Physical Education (PE) Policy

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Person Responsible	Anthony Cregan
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**Signed:** *Anthony Cregan*

(Person Responsible) **Date:** 2/9/25

**Signed:** *Anthony Cregan*

(Headteacher)

**Date:** 2/9/25

**Signed:** *C. M. Massingham*

(Chair/Governor)

**Date:** 2/9/25

## Our Core Values & Mission

During Summer 2023 workshops, we revisited both our Mission Statement and Core Values. This involved everyone in discussion, reflection and prayer about the Values and Mission of our Catholic school. There was a calling to all to re-commit to our purpose and to work together to understand our roles and responsibilities as part of Our Lady's



### Our Mission Statement is:

*"Learning and loving together; we grow with Jesus"*

Our Mission is represented by this design. As with the statement itself, the logo was developed by all stakeholders, with the children in particular providing the symbolic ideas of **growth – the tree, love – the hearts and Christ – the Cross**



**Kind**

The Core Values that provide the foundation

for that Mission are:

'Whoever is kind to the poor lends to the Lord' Proverbs' 19:17

'Love God and love people' Matthew 22:36-40 **Loving**

'You can always turn to the Lord when times are tough' Psalms 9:9-10 **Safe**

'Forgive and you will be forgiven' Luke 6:37 **Forgiving**

'I am the way, the truth, the life' John 14:6 **Honest**

'Rejoice always' Thessalonians 5:16 **Positive**

'Lord, your God shall you worship and him alone shall you serve' Matthew 4:1-11  
**Respect**

'Grow in the grace and knowledge of Saviour Jesus Christ' 2 Peter 3:18 **Nurturing**

**Nurture**

The School's six nurturing principles sum up our practice and theory. They underpin the context, organisation and curriculum.

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. the importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

# Policy Statement and Rationale

## Purpose of the Policy

The purpose of this Physical Education (PE) Policy is to set out Our Lady RC Primary School's commitment to delivering a high-quality, inclusive, and safe PE curriculum that meets statutory requirements and reflects our school ethos. We believe that PE is essential for the physical, social, emotional, and cognitive development of every pupil. Our policy aims to ensure that all pupils are provided with opportunities to develop physical competence, confidence, and a positive attitude towards physical activity, supporting healthy, active lifestyles and lifelong participation in sport and physical activity.

## Policy Scope

This policy applies to all pupils, teaching staff, support staff, external coaches, volunteers, and visitors involved in the delivery or supervision of PE and school sport at Our Lady's. It covers all PE lessons, extra-curricular activities, school sports events, and any physical activity delivered within or outside the school premises.

## Alignment with National and Local Guidance

This policy is fully aligned with the statutory requirements of the National Curriculum in England: Physical Education Programmes of Study (2014), Department for Education (DfE) guidance, Ofsted Education Inspection Framework (EIF), Association for Physical Education (afPE) Safe Practice guidance, and Wigan Council policies. It also reflects current best practice as recommended by the Youth Sport Trust, Public Health England, and other relevant bodies.

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## Statutory and Regulatory Framework

### 3.1 Legislative Requirements

Our Lady RC Primary School is committed to fulfilling all legal duties relating to the provision of PE. Under the Education Act 2002, we are required to provide a broad and balanced curriculum that promotes the physical development and well-being of all pupils. The Equality Act 2010 places a duty on the school to ensure equal access and opportunity for all pupils, including those with special educational needs and disabilities (SEND) and those with protected characteristics. The Health and Safety at Work etc. Act 1974 requires the school to ensure the safety of pupils, staff, and others during all PE activities, through robust risk assessment and management procedures.

All maintained schools are legally required to provide PE to all pupils at every key stage. Our Lady RC Primary School ensures that all pupils receive their statutory entitlement to high-quality PE, as specified in the National Curriculum.

### 3.2 Statutory Guidance and Inspection Criteria

The school's PE curriculum is designed in accordance with the National Curriculum for PE (2014), which sets out the aims, subject content, and attainment targets for each key stage.

The curriculum is published on the school website and made available to parents/carers and other stakeholders.

Ofsted's Education Inspection Framework requires schools to demonstrate that their PE curriculum is ambitious, well-sequenced, and inclusive, with clear intent, effective implementation, and measurable impact. Inspectors will consider how well the curriculum develops pupils' physical skills, health, and well-being, and how effectively the school promotes participation and achievement for all groups.

Primary schools must report annually on their use of the Primary PE and Sport Premium, including the impact of this funding on pupil outcomes and participation rates. The school maintains records of risk assessments, safeguarding incidents, accident reports, and other documentation as required by statutory guidance.

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## Aims and Objectives of PE

### Curriculum Intent

At Our Lady RC Primary School, our vision for PE is to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. We aim to provide opportunities for pupils to become physically confident in ways that support their health and fitness, build character, and help embed values such as fairness and respect. We are committed to fostering a love of physical activity and sport, equipping pupils with the knowledge, skills, and motivation to lead healthy, active lives now and in the future.

### Key Objectives

The key objectives of our PE curriculum are to:

- Enable all pupils to develop competence in a broad range of physical activities, including games, dance, gymnastics, athletics, swimming, and outdoor/adventurous activities.
- Ensure pupils are physically active for sustained periods of time, promoting cardiovascular health, muscular strength, flexibility, and coordination.
- Provide opportunities for pupils to engage in competitive sports and activities, both within school and against other schools.
- Develop pupils' teamwork, communication, leadership, and resilience through collaborative and individual challenges.
- Promote positive attitudes towards physical activity, encouraging lifelong participation and enjoyment.
- Support pupils' mental health and emotional well-being through active engagement, personal achievement, and social interaction.
- Ensure all pupils, regardless of background or ability, have equal access to high-quality PE and school sport.

# Curriculum Organisation and Delivery

## Curriculum Structure and Content

PE at Our Lady RC Primary School is delivered in line with the National Curriculum Programmes of Study for each key stage. All pupils participate in regular, timetabled PE lessons, with additional opportunities for physical activity provided through extra-curricular clubs, active playtimes, and school sports events.

### Key Stage 1:

Pupils develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance, and coordination. Activities include simple games, dance, gymnastics, and athletics.

### Key Stage 2:

Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating, and competing with each other. The curriculum includes games (invasion, net/wall, striking and fielding), dance, gymnastics, athletics, swimming, and outdoor/adventurous activities.

## Progression and Sequencing

The PE curriculum is carefully planned and sequenced to ensure progression in knowledge, skills, and understanding. Long-term and medium-term plans set out clear learning objectives for each year group, building on prior learning and preparing pupils for the next stage. Lessons are structured to revisit and reinforce key concepts, allowing pupils to consolidate and extend their skills. Assessment information is used to inform planning and ensure that all pupils are appropriately challenged and supported.

The curriculum is regularly reviewed to ensure it remains ambitious, relevant, and responsive to the needs of our pupils.

## Teaching and Learning Approaches

Teaching and learning in PE at Our Lady's is underpinned by evidence-based practice and a commitment to high-quality pedagogy. Lessons are designed to be engaging, active, and inclusive, with a focus on developing physical literacy, confidence, and enjoyment.

Teachers use a range of strategies, including:

- Differentiation to meet the needs of all learners, including those with SEND, English as an additional language (EAL), and those who are gifted and talented.
- Modelling and demonstration of skills and techniques.
- Use of questioning and feedback to promote reflection and self-improvement.
- Cooperative learning, peer assessment, and leadership opportunities.
- Emphasis on effort, personal best, and positive attitudes, as well as achievement and competitive games.
- Integration of cross-curricular themes, such as healthy lifestyles, teamwork, and resilience.

Staff are encouraged to participate in regular professional development to ensure their practice reflects current research and guidance.

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## Inclusion, Equality, and Accessibility

### Inclusive Practice

Inclusion is at the heart of our PE provision. All pupils, regardless of ability, background, or need, are entitled to participate fully in PE and school sport. The curriculum is adapted to ensure that pupils with SEND, medical needs, or temporary injuries can access and enjoy PE in a safe and meaningful way.

Strategies include:

- Differentiated tasks and equipment (e.g., larger balls, lighter bats, adapted rules).
- Additional adult support where required.
- Use of pupil support plans and risk assessments for individual needs.
- Close liaison with parents/carers, health professionals, and external agencies.
- Staff training in inclusive practice and disability awareness.

The school actively seeks to remove barriers to participation and to celebrate diversity in all its forms.

### Equal Opportunities

Our Lady's is committed to promoting equality of opportunity in PE and school sport. All pupils, regardless of gender, ethnicity, culture, religion, or socio-economic background, are encouraged to participate and achieve. The school monitors participation rates and acts to address any disparities.

We respect and accommodate religious and cultural needs, for example by providing single-gender activities, adapting kit requirements, and offering alternative activities where appropriate. The school uniform and PE kit policy are reviewed regularly to ensure it does not disadvantage any group of pupils.

### Pupil Voice and Leadership

Pupil voice is valued and promoted in all aspects of PE. Pupils are consulted on curriculum content, extra-curricular provision, and the organisation of events. Opportunities for leadership are provided through roles such as Sports Leaders, Playground Leaders, and School Sports Council representatives.

Pupils are encouraged to take responsibility for organising activities, officiating games, supporting peers, and contributing to decision-making. This develops confidence, communication skills, and a sense of ownership and pride in school sport.

# Health, Safety, and Safeguarding in PE

## Safe Practice and Risk Assessment

The safety of pupils, staff, and others is paramount in all PE activities. Our Lady's follows the afPE Safe Practice in Physical Education, School Sport and Physical Activity guidance, as well as statutory health and safety requirements.

Key procedures include:

- Comprehensive risk assessments for all PE activities, both on and off-site, reviewed regularly and shared with relevant staff.
- Regular inspection and maintenance of equipment and facilities.
- Clear procedures for reporting and responding to accidents, injuries, and near-misses.
- Supervision ratios and emergency procedures in line with best practice.
- Staff training in first aid, manual handling, and safe practice.
- Safe storage and handling of equipment and materials.

All staff are responsible for ensuring that activities are safe, appropriate to pupils' age and ability, and conducted in a safe environment. Pupils are taught to recognise hazards, follow rules, and take responsibility for their own and others' safety.

## Safeguarding

Safeguarding is integral to all aspects of PE. The school's Safeguarding and Child Protection Policy applies to all PE activities, with specific consideration given to:

- Supervision in changing rooms, ensuring privacy, dignity, and protection from harm.
- Safe recruitment and supervision of external coaches, volunteers, and visitors, including DBS checks and safeguarding training.
- Procedures for lone working, off-site visits, and residential activities.
- Clear reporting procedures for any safeguarding concerns.

All staff are required to read and follow Keeping Children Safe in Education (KCSIE) and to complete regular safeguarding training. Any concerns are reported immediately to the Designated Safeguarding Lead.

## Health and Well-being

PE plays a vital role in supporting pupils' physical and mental health. The curriculum promotes healthy lifestyles, physical fitness, and positive attitudes towards activity. The school actively encourages participation in physical activity as a means of reducing stress, improving mood, and supporting emotional well-being.

The school works closely with parents/carers, health professionals, and local agencies to promote health and well-being for all pupils.

## Staff Development and Training

### Staff Roles and Responsibilities

The PE Subject Leader is responsible for the strategic leadership and day-to-day management of PE at Our Lady's. This includes curriculum planning, monitoring, staff support, and liaison with external partners.

All teaching staff are responsible for delivering high-quality PE lessons, ensuring inclusion, safety, and progression. Support staff and teaching assistants play a key role in supporting pupils with additional needs and facilitating participation.

External coaches and specialists may be engaged to enhance provision, but always work under the supervision of school staff and in accordance with school policies.

Staff responsibilities include:

- Planning and delivering engaging, inclusive lessons.
- Assessing and recording pupil progress.
- Maintaining a safe environment and following risk assessment procedures.
- Promoting positive attitudes and participation.
- Engaging in professional development and sharing best practice.

### Professional Development

Our Lady's is committed to supporting the ongoing professional development of all staff involved in PE. Opportunities include:

- Attendance at afPE and Youth Sport Trust training events and conferences.
- In-house training and sharing of good practice.
- Access to online resources, research, and guidance.
- Support for staff undertaking qualifications in PE, coaching, or related areas.
- Regular updates on statutory requirements, safeguarding, and health and safety.

Staff are encouraged to reflect on their practice, seek feedback, and engage in collaborative planning and evaluation.

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## Assessment, Monitoring, and Reporting

### Assessment of Pupil Progress

Assessment in PE is ongoing and formative, focusing on pupils' development of physical skills, knowledge, understanding, and attitudes. Teachers use observation, questioning, peer and self-assessment, and performance tasks to gather evidence of progress.

Pupil attainment is recorded in line with school policy, and information is used to inform planning, target support, and report to parents/carers. Assessment criteria are shared with pupils, and feedback is constructive, specific, and supportive.

Summative assessments are conducted at key points to monitor progress against curriculum objectives and to inform transition between key stages.



## Monitoring and Evaluation of PE Provision

The quality and impact of PE provision are monitored through:

- Lesson observations and learning walks.
- Review of planning, assessment records, and participation data.
- Pupil, staff, and parent/carer feedback.
- Analysis of participation rates, including extra-curricular activities and competitions.
- Evaluation of the impact of the PE and Sport Premium

Findings are used to inform school improvement planning, staff development, and resource allocation.

## Reporting to Stakeholders

The school reports regularly to parents/carers on pupils' progress and achievement in PE, through written reports, parent meetings, and informal communication.

The Governing Body receives regular updates on PE provision, participation, and outcomes, including statutory reports on the use and impact of the PE and Sport Premium.

Information is published on the school website, including curriculum content, extra-curricular opportunities, and statutory reports.

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## Partnerships and Community Links

### External Partnerships

Our Lady's values strong partnerships with local sports clubs, community organisations, and national bodies such as the Association for Physical Education (afPE), Wigan School Games and the Youth Sport Trust (YST). These partnerships provide access to specialist expertise, facilities, competitions, and opportunities for pupils and staff.

The school works with other local schools through the Aspull Sports Partnership and other agencies to promote physical activity, health, and well-being across the community.

### Enrichment and Extra-Curricular Provision

A wide range of extra-curricular activities is offered to complement the PE curriculum, including sports clubs, teams, festivals, and competitions. All pupils are encouraged to participate, regardless of ability or experience.

The school organises and participates in inter-school competitions, local leagues, and community events. Pupils are supported to access opportunities beyond school, including talent pathways and leadership programmes.

Enrichment activities are designed to promote enjoyment, teamwork, and personal achievement, as well as to support physical and mental health.

# Policy Implementation and Review

## Implementation Plan

This policy is disseminated to all staff, governors, parents/carers, and relevant partners. It is available on the school website and in hard copy on request.

Induction for new staff includes training on the PE policy, curriculum, and safe practice. Ongoing support is provided through staff meetings, professional development, and access to resources.

The PE Subject Leader is responsible for supporting staff, monitoring implementation, and coordinating review.

## Review and Evaluation

The policy is reviewed annually by the PE Subject Leader, in consultation with staff, pupils, parents/carers, and governors. The review considers:

- Feedback from stakeholders.
- Changes in statutory guidance or best practice.
- Outcomes of monitoring and evaluation.
- School improvement priorities.

Amendments are approved by the Headteacher and communicated to all stakeholders.