



Physical Education Policy

Policy Approved/Updated	September 2025
Policy Review Date	September 2026
Reviewer	Siobhan McLeod

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Our Mission Statement

At St Joseph's we pride ourselves on our mission statement: 'Growing in Love, in the Spirit of Christ, for the benefit of all'.

We feel our Mission statement 'Growing in Love, in the Spirit of Christ, for the benefit of all' reflects all we stand for as a community. We put the example of Christ at the centre of all we do to help us grow socially, academically, spiritually, morally and physically in our learning and our friendships. We do this for ourselves as well as for the members of the school, parish, local, national and international communities in which we live.

Our Vision

As a Catholic Academy, religious education and faith development are at the heart of our school curriculum developing the Catholicism and spirituality of our pupils. The school believes that physical education develops pupils' physical competence and confidence, and their ability to use these to perform a range of activities. We believe that P.E. provides children with opportunities to be; creative, co-operative and competitive, and to engage in challenging and adventurous activities.

'Physical Education inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.' (The National Curriculum 2013.) Through our teaching, we hope to develop the idea that our bodies are gifts from God, and should be cared for and respected.

At Saint Joseph's we promote fair play and respect and hope to nurture a love and enjoyment of sport through PE.

Statement of Intent

At Saint Joseph's we believe that each child should be given the opportunity for a balanced development through a range of opportunities and experiences. Our aims relate closely to the specific requirements of the National Curriculum (2013) and through our P.E programme.

Equal Opportunity Statement

The Governors and Staff at St Joseph's believe that all people are entitled to equal opportunities, respect, and consideration regardless of race, colour, creed, gender, disability, or personal circumstances. Therefore, we are opposed to any form of prejudice or discrimination which denies people this equality. This principle applies to both adults and children in our school.

Rationale

Physical education is a statutory requirement of the National Curriculum and an essential contributor to the development of the whole child. Through a high quality physical education programme, pupils develop physical competence and confidence and are given opportunities to be physically educated and become physically literate. Through a combination of entitlement and choice of activity, the physical education provision will contribute to the personal development, health and wellbeing, enjoyment, success and achievement of all pupils across the whole curriculum and beyond.

Physical education provides pupils with the opportunity to be creative, competitive and face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards a healthy and active lifestyle. Pupils learn how to think in different ways and make decisions in response to creative, competitive and challenging activities. Children will learn how to improve their quality of work through reflection of their performance.

Physical education helps pupils develop personally and socially. They work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching.

Through high quality physical education, pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

Aims and Objectives

St Joseph's recognises the value of Physical Education. We fully aim to:

- Provide a broad and balanced curriculum that satisfies the needs of the current National Curriculum and provide pupils with appropriate challenge with acceptable risk.
- Enable children to develop skills and processes, through progressive stages of learning, they can use, develop and link to complete a number of activities and sports enabling them to fulfil their potential.
- Educate pupils about, and involve them in the process of risk management so that they understand their responsibility in this and how to keep themselves safe.
- Establish good habits and awareness of personal hygiene.
- Develop competence to excel in a broad range of physical activities and, select and use skills, tactics and compositional ideas within these.
- Develop a sense of team building and cooperation, when working with others and to make P.E. an enjoyable and accessible activity for all by using imaginative ideas to express and communicate their ideas.
- Give all children the opportunity to be physically active for sustained periods of time.
- Develop knowledge and understanding of the importance of health, both physical and mental, and fitness for life.

- Provide all children with the opportunities to engage in competitive and co-operative sports and activities.
- Develop pupils' stamina, flexibility, strength and the mental capacity (determination and resilience) to keep going.
- Develop an environment where they have the confidence to get involved in PE and sport and are committed to make it a central part of their lives both in and out of school.
- Provide an out of school hours programme which extends and enriches curriculum provision and provides opportunity for activities to enable pupils to make sufficient progress to access curriculum sessions with greater success.
- Establish community links and pathways through sports clubs and school sports partnerships for pupils to engage in life long participation.
- Ensure that by the end of Year 6, children can swim competently, confidently and proficiently over a distance of at least 25 metres.
- Ensure that by the end of Year 6, children can use a range of strokes effectively.
- Ensure that by the end of Year 6, children can perform safe self-rescue in different water-based situations.

Physical Education in school

At Saint Joseph's we believe that each child should be given the opportunity for a balanced development through a range of opportunities and experiences. Our aims relate closely to the specific requirements of the National Curriculum (2013) and through our P.E programme we deliver a broad and balanced curriculum.

In all classes, children have access to weekly high quality PE lessons which are scheduled for both the morning and afternoon. Our teaching is based on the National Curriculum's physical education programme for study for Key Stage One and Two. The foundation stage Curriculum is based on the Early Years Curriculum.

Using thePEHub as the basis for planning, pupils in Key Stage One are taught skills in; gymnastics and dance as well as the fundamentals to; running, jumping, catching, throwing, hitting, attacking, defending and shooting. In Key Stage Two, these skills are further developed through a variety of sports including; football, tennis, athletics, cricket, netball and rounders. All children have the opportunity to access Outdoor Adventurous Activity for half a term each year through the Forest Schools provision.

The introduction of OPAL play has meant that children are more active over a break and lunch time and the after school clubs provided ensure that children are receiving the required amount of physical activity in line with the national guidance.

Teaching and Learning

Effective teaching of P.E. requires a range of teaching methods to be employed including teacher directed tasks, team teaching, problem solving situations and peer assessment. The P.E. programme offers a comprehensive range of experiences which meets the needs of all pupils' and encourages the progression and development of essential skills.

The planning and delivery of each unit of work will ensure that each pupil will have the opportunity to:

- Acquire and develop new skills.
- Select and apply appropriate skills, tactics and compositional ideas
- With guidance at KS1 and independently at KS2, evaluate their own and others' performance in order to improve.
- Develop Health-Related Exercise. Children will gain knowledge and understanding of how PE and sport contributes to staying physically, mentally and emotionally healthy.
- Links to other areas of the curriculum.

The mapping of activities across the year and each Key Stage supports optimum continuity between year groups. The P.E. programme we follow allows skills to be progressively built up and developed each year as outlined in the progression document.

Enrichment

All children from our EYFS unit through to Year 6 are offered a number of Forest School sessions throughout the year which support in developing communication skills, teamwork and resilience.

Over the academic year, all children are provided with an opportunity to participate in enrichment activities provided by Premier Sports. Using pupil voice, the children select which activities they wish to participate in throughout the year. The options include new and exciting experiences including; fencing, lacrosse, archery, golf, boccia, curling and frisbee.

In addition to this, children have the chance to participate in competitive sports through an extensive timetable of inter and intra sports festivals. Many of our events have a focus on enjoyment and co-operation and make links to our wider community.

We endeavour to link with local sports clubs to provide out of school opportunities and development pathways.

Children from Year 2 to 6 Year have an opportunity to a residential visit. Those in Year 5 and 6 take part in a range of outdoor adventurous activities including; high ropes courses, zip-wiring, problem solving and team building activities and orienteering.

The Children and P.E.

All pupils are expected to participate in P.E. lessons unless a note is received from parents. Children who are feeling unwell may sit in on the lesson and participate in another role. Pupils who forget their P.E kit should participate on the theory so that they can engage in the learning and undertake an evaluative role in the lesson. Should a child persistently forget their kit, a parent consultation will be organised. The recommended P.E uniform is a white short sleeved top, blue/black bottoms and suitable footwear (trainers or indoor shoes). Children should also have appropriate kit for outdoor P.E lessons.

Long hair must be tied back and all items of jewellery should be removed for P.E where possible. Hooped earrings cannot be worn for P.E and if they cannot be removed, the child will be unable to take part in the physical part of the PE lesson. Teachers should not remove or tape over earrings.

Safety Issues – Safe teaching, teaching safety

Safe Practice in Physical Education & School Sport (afPE 2012 edition) is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety.

The subject leader should work alongside any staff responsible for health and safety within school. Governors must be involved in the process – it is the governing body that is held responsible. Any policy must be agreed by staff and approved by the head teacher and governors.

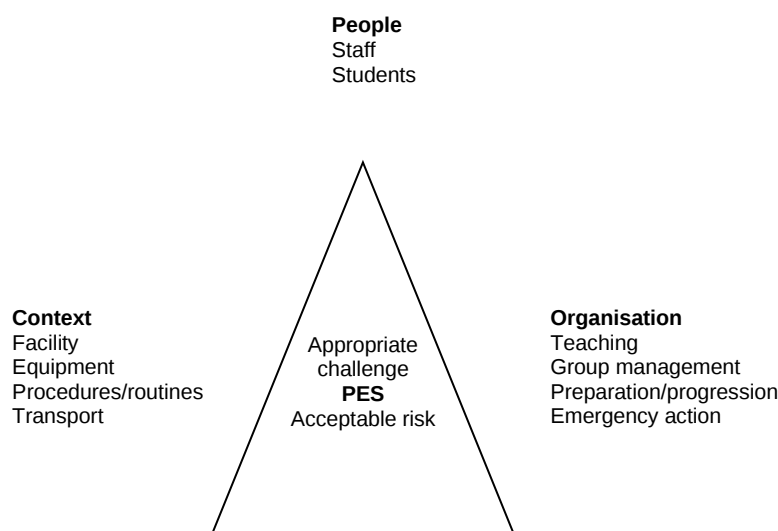


Figure 1: The triangle model for safe practice/managing risk in PES
(courtesy of Beaumont, Eve, Kirkby and Whitlam)

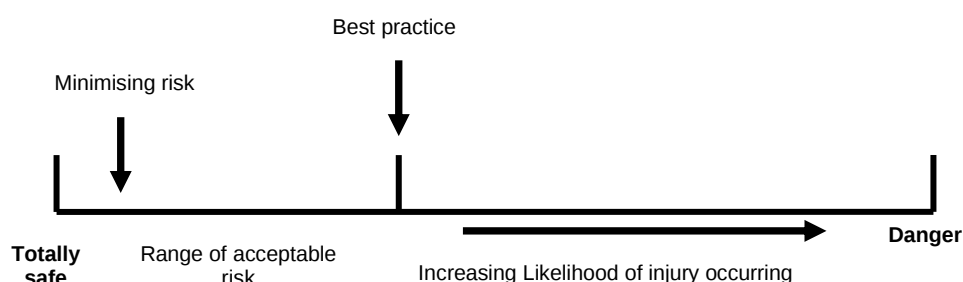


Figure 2: Managing Risk

The importance of safety in P.E is stressed as soon as pupils enter the school and pupils are continually reminded of the need to look after themselves and others whenever they are participating in PE, sport or playing in the playground. Planning includes opportunities for explicit teaching of safe practice, particularly in potentially dangerous areas like the swimming pool, gymnastics hall and playground.

Teachers *and pupils* help to identify possible hazards in lessons. Teachers discuss with pupils how much risk the hazard is and what can be done to reduce the risk so nobody gets harmed.

During the thorough risk assessment of the school which is carried out on a termly basis (in line with the statutory requirements under the management of Health & Safety at work regulations 1992), significant risks will be reported to the head teacher. Also, teachers are encouraged to carry out informal risk assessments prior to every PE lesson. This will involve a quick overview of the teaching environment and equipment which is then matched with the planned lesson content to assess whether it is safe to proceed or use an alternative approach.

In summary, schools should consider the following process:

- Decide what requires a risk assessment
- Identify the hazard – anything that can cause harm
- Decide who is at risk
- Evaluate the risk
- Record the findings
- Devise control measures to minimise the risk (risk management)
- Inform those affected
- Periodically review the assessment

Pupils' involvement in, and responsibility for, their own safety

From the youngest age, pupils will be encouraged to look around them and identify what they perceive could harm them. Continuously, the teacher needs to identify general considerations and question with the pupils, whether a situation is safe and what considerations have been addressed. The pupils will have learning experiences, appropriate to their age, that enable them to plan and manage their own activities safely. These will, of course, be managed remotely by the teacher who maintains duty of care.

Pupils will be made aware that chewing and eating during an activity is not acceptable.

Feedback and Assessment

Teachers should use age related objectives as reference points for P.E. The gathering of assessment information will include observing, recording and reporting. An assessment tracker on thePEHub is used to monitor progress across the different areas of PE. Pupils' attainment and progress should be passed to the next teacher and co-ordinator at the end of the academic year.

As part of the Sports Premium Funding, a yearly document will be produced which outlines the impact of Sport and PE on all pupils across the school. This document is published on the website and is discussed at governors' meetings.

This policy is monitored by the Physical Education Lead. It is evaluated and reviewed annually by the school Governors, and the whole staff.

