



St Agatha's Catholic Primary School

Policy	PHYSICAL EDUCATION POLICY
Author	ROS OST
Date	April 2026
Date of Review	April 2027
Governor Committee	
Statutory Policy	No

MISSION STATEMENT

The life of St Agatha's School is centred on our Catholic faith, in which we proclaim the Gospel values such as love, peace and justice which influence all our activities and relationships.

We value and encourage the uniqueness of each child and recognise that everyone has a positive contribution to make to the life of the school community.

We value worshipping and celebrating together, sharing our Christian witness and building upon the foundations already established at home where parents are the first educators of their children.

We aim to;

- encourage the spiritual development and prayer life of each child and help them to develop their relationship with God
- offer a place where differences and problems are talked through and prayed through together and where success is shared and celebrated
- provide a secure and happy environment where quality teaching and learning can take place
- deliver a curriculum that meets the intellectual, physical and creative needs of each child as well as delivering spiritual, emotional and pastoral care
- foster respect for, and recognise the rights of, others regardless of gender, race or ability and to offer equal opportunities to all
- value the contribution of home, school, parish, community and diocese in our daily lives

WHAT WE ARE IS GOD'S GIFT TO US WHAT WE BECOME IS OUR GIFT TO GOD

Our Intent

Our overall aim is to inspire children to be active for life.

Physical Education is an integral and valued part of the curriculum. Throughout the school, children participate in all areas of PE in order to promote a joy of movement which will aid in a healthy lifestyle. This creates positive attitudes, personal and social skills, such as self-confidence and leadership, and a whole-body wellbeing.

Aims

- Promote an understanding of the importance of physical health, fitness, an active lifestyle.
- Children to be physically active for sustained periods of time
- Develop self-confidence and competence in physical development and an enjoyment of a physically active lifestyle.
- Promote independent, collaborative and teamwork skills, with a focus on competition and fairness.
- Develop and maintain mobility, flexibility, stamina and strength.
- Enable children to understand and use safe practice.
- Develop the ability to appreciate the aesthetic qualities of movement.
- To make children aware of the link between exercise and personal wellbeing, including the effects of exercise on their physical and mental state.

Implementation

Teaching and Learning

Our Physical Education is in line with the National Curriculum and is organised into units of work, to promote greater cross-curricular links. The structure of the school's scheme of work promotes both continuity and progression, and it specifies progression of skills, knowledge and understanding.

**see appendix 1 for schedule of curriculum mapping

KS1

Pupils will develop fundamental movement skills as mentioned below, through competitive (both against self and against others) and co-operative physical activities.

Pupils will be taught:

- Master basic movement skills including running, jumping, throwing, catching, as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

KS2

Pupils should continue to apply and develop a broader range of skills, learning to how to use them in different ways and to link them to make actions and sequences of movement.

Pupils will be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games where modified where appropriate and apply basic principles for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activities challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

Key Vocabulary

KS1:

Team games, tennis, athletics, multi fitness:

Passing, throwing, catching, attacking, defending, bouncing, hitting, running, jumping, space, teamwork

Gymnastics & Dance:

Travelling, shapes, balances, linking movements, levels, sequences, perform, copy, repeat

KS2:

Team games, tennis, athletics, multi fitness, team building and problem solving: Attacking, defending, fielding, marking, passing, shooting, catching, throwing, hitting, running, jumping, communication, competition, teamwork, technique

Gymnastics:

canon, unison, aesthetically pleasing, balance, control, shape, routine, levels, sequences, flight, copy, repeat, perform

Dance: Kicks, flicks, energy, comedy, lifts, routine, perform, aesthetically pleasing, control

Competitive Opportunities

Intra-house competitions

During and to conclude units of work, children participate in inter-house competitions which provides opportunities to develop character and life skills (eg. working as a team), to celebrate the skills learnt, to celebrate learning, to compete against others and to evaluate personal progression.

Points from the inter-house competitions contribute to the PE House Cup, which is presented annually to the winning house.

Inter-school competitions

As a school, we participate in Borough events throughout the school year. These events focus on competition and participation and teach the children resilience, teamwork, sportsmanship and give each individual an overall sense of pride and belonging.

PE Lessons

St Agatha's provides all children with two hours high quality Physical Education each week. This is through one hour each of indoor PE and outdoor PE lessons. PE lessons are taught by class teachers,

by our specialist PE teacher or through team teaching with the class teacher and specialist PE teacher.

Assessment

Children's work is continually assessed using formative assessment methods during units, in order to support and challenge individuals, and to inform future planning. Summative assessment is used at the end of units through the scheme of work assessment tools. Children are encouraged to peer-assess and self-assess throughout lessons. Pairings and groupings of children should be based on teacher's assessments. Children are taught to observe, evaluate and communicate their own and each other's performances and skills.

Inclusion

All children have equal opportunities to participate in and gain confidence in different physical activities. PE supports inclusion by:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Striving to overcome potential barriers to learning for individuals and groups of children

Children with SEND must have full access to all aspects of Physical Education. Some children may need specialist equipment and/or approaches, and this will be arranged through discussions with the SENDCO and any relevant professionals based on individual needs.

Health and Safety

During PE lessons, children will be taught:

- To follow relevant rules and safety procedures
- About safety risks of wearing inappropriate clothing, footwear and jewellery
- How particular clothing, footwear and protection are necessary for different activities
- How to choose correct age and task appropriate equipment and the correct usage of equipment in a safe and controlled manner
- How to warm up and cool down

Any damage, breakage or loss of resources must be reported as soon as possible. Any damage to apparatus or equipment which could cause subsequent injury must be isolated from use, and reported to the School Office immediately so that action can be taken. No other groups or individuals should access the resources until it has been made safe. All children are expected to behave in line with the pastoral care policy.

Equipment and Resources

PE equipment is stored in the PE cupboard located in the Hall and in the sheds in the playground. All equipment is clearly labelled and must be returned after use. There is a wide range of equipment for different sports and skills, and equipment to support children with SEND. Children are not allowed in the PE cupboard due to health and safety reasons.

Teachers are responsible for ensuring the PE Subject Leader is made aware of any missing resources or equipment needed to enhance teaching and learning.

A PE budget is allocated each year to improve and replenish PE equipment. This is in the form of the Sports premium grant.

Staff Continued Professional Development (CPD)

Staff who lack confidence in teaching areas of the PE curriculum, or wish to refresh their skills, will be supported by access to training. It is important for staff to feel supported, confident and competent when teaching PE. Staff's CPD needs will be identified through learning walks carried out by the subject leader/SLT, teacher's surveys and conversations with staff. Our specialist PE teacher can also aid with CPD through team teaching.

Link Governor

The school has a link governor for PE. The PE subject leader and link governor meet on a regular basis, in order to analyse the action plan, subject evaluation and the impact of the Sports Premium funding is reviewed.

Sports Premium

St Agatha's has received the sports premium from the government since 2013. The sports premium is designed to help primary schools improve the quality of the PE and sport activities they offer their children. We have published reports on our school website which have the action plan, impact statement and budget details.

Linked Policies

Please also see:

- Inclusion Policy
- Pastoral Care Policy
- Uniform Policy
- Healthy Schools Policy
- Accessibility Scheme