

ST ANTHONY'S CATHOLIC PRIMARY SCHOOL



PHYSICAL EDUCATION/ACTIVITY POLICY

September 2025

This policy defines the goals, objectives, and practices of our Physical Education curriculum at St. Anthony's. It outlines the teaching methods, expected outcomes, and how these will be implemented and measured. This policy is approved by the governing body and has been shared with all relevant staff, including new and visiting teachers. All teaching staff are responsible for ensuring that this policy is followed.

Intent

St. Anthony's are committed to providing exceptional Physical Education and sports experiences that foster both individual excellence and teamwork. Our goal is to inspire all pupils to develop a lifelong passion for physical activity, promoting their health, fitness, and overall well-being. Through a variety of competitive and non-competitive activities, we aim to cultivate confidence, character, and essential values such as fairness and respect.

Aims

The national curriculum for Physical Education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities: This includes mastering fundamental movement skills, applying them in various activities, and progressing to more complex skills.
- Are physically active for sustained periods of time: PE should encourage pupils to participate in regular physical activity, promoting a healthy lifestyle.
- Engage in competitive sports and activities: This helps to develop important qualities such as teamwork, resilience, and sportsmanship.
- Lead healthy, active lives: PE aims to inspire pupils to value physical activity and make it a part of their lives beyond school.

Implementation

Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- *master basic movements including running, jumping, throwing and catching, as well as developing 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*

Key Stage 2

Pupils should 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 should enjoy communicating, collaborating and competing. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best
- Swimming and water safety
- All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Each child in KS1 & KS2 has 120 minutes provision of PE curriculum time per week. EYFS children have 60 minutes taught PE and access to outdoor provisions.

Pupils receive swimming lessons in year 3/4, delivered by qualified swimming teachers at Better, Fulwood, over an intense two week period of afternoon sessions, and there is a 'catch- up' programme for pupils in year 5/6 who are unable to swim competently, confidently and proficiently over a distance of at least 25 metres.

PE Curriculum Planning

Our school has adopted the Lancashire Scheme of Work as a foundational framework for our Physical Education curriculum planning.

Curriculum planning in PE is executed in two phases: long-term and short-term. The long-term plan outlines the PE activities to be covered in each half-term throughout the year. Teachers then utilize short-term plans, rooted in the Lancashire Scheme, to design individual lessons, specifying the learning objectives for each session.

Our PE activities are meticulously planned to ensure they build upon prior learning. We provide opportunities for all students, regardless of ability, to develop their skills, knowledge, and understanding in each activity area. The year-specific units are designed with a progressive structure, ensuring that students encounter increasing levels of challenge as they advance through the school.

The Foundation Stage

We encourage the physical development of our children in EYFS as an integral part of their work and we focus on the fundamental movement skills. This focus continues into Year 1 and 2.

We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Equal Opportunities

All children regardless of age, gender, race and creed are entitled to have access to all areas of the Physical Education programme and under no circumstances should children be prevented from participating.

Assessment, Recording and Reporting

The children will be assessed in all areas of activities covered in Physical Education throughout the year, at the end of each unit. The Core Tasks for each unit of PE are used to assess the pupils and results are recorded on the PE Passport App. Pupils working at greater depth and below the standard expected should be recorded and passed to the PE leader at the end of each term.

Resources

There is a wide range of resources to support the teaching of PE across the school. Most of our equipment is kept in the PE store and outdoor storage shed, and this is accessible to teachers and other adults only. Teachers should check equipment and report any fault to the PE leader. The appropriate contractor checks gymnastic equipment annually. The children use the school playground and the field for games and athletics activities and Better Leisure Centre, Fulwood, for swimming lessons.

Health & Safety

Our policy has been written in conjunction with the 'Safe Practice in Physical Education, School Sport and Physical Activity' (PESSPA) 2016 publication, which is stored in Class 3/4 with the PE leader.

Our PE Kit

Staff

Clothing and correct attire for a sporting activity represent important features of safe practice that apply in equal measure to both staff and students.

Teachers are advised to wear appropriate kit to school on days when they are teaching PE, running a sports club or leading an inter-school sport competition, so they can model appropriate behaviour. On the rare occasions that this proves difficult or impractical, a change of footwear and removal of jewellery, at the very least, should always be undertaken.

Alternatively, staff should always endeavour to change into appropriate clothing (including footwear that is appropriate for the lesson location and activity being taught) for teaching Physical Education or leading PESSPA clubs and activities.

Pupils

Our pupils will wear clothing that is fit for purpose according to the Physical Education, school sport and physical activity, environment and weather conditions. For indoor sessions, it should be light and allow good freedom of movement, without being baggy or loose. Any items of clothing, including those of cultural significance, need to be relatively close fitting, made safe or removed for reasons of safety of the individual (see PESSPA for more specific information).

Clothing for outdoor lessons should allow good freedom of movement but will also need to offer some insulation from cold weather in the winter months. However, hooded sweatshirts should be removed during contact or non-contact invasion games or similar activities.

Mouthguards are required for competitive hockey matches both in PE curriculum time and as part of extra-curricular provision. Hockey will be taught in curriculum PE, but small-sided competitive matches will not take place, so therefore mouthguards will not be needed. Mouthguards will be required for inter-school fixtures and competitive matches during extra-curricular clubs. These have been purchased so all children taking part will have one.

Footwear

Footwear that is fit for purpose and appropriate to the surface conditions is essential for safety. Footwear should demonstrate effective grip and support, and reasonable protection for both indoor and outdoor activities and games.

In gymnastics, barefoot work is the safest, whether on floor or apparatus because the toes can grip. Barefoot work is advised for dance but where the floor condition is unsuitable for barefoot work, pupils can wear clean sports footwear.

For indoor or outdoor games, trainers, which provide good traction, are the most effective as will support the feet when carrying out activities that are largely high impact. Studded, bladed or ribbed soles are beneficial in sports where the surface is soft or slippery.

Trainers need to have a base colour of white or black and need to have Velcro or other simple fastener for children who are unable to tie their own laces.

Pumps are not considered suitable footwear, as they do not support the feet when carrying out high impact activities.

Personal effects

Personal effects, such as jewellery, (including body piercings), religious artefacts, watches, hair slides should ideally always be removed for PE to establish a safe working environment.

Earrings should be removed for PE. If this is not possible, children should come into school, ready for lesson, with earrings adequately taped with a sufficient amount of tape to prevent the piercing penetrating. KS2 children can apply tape themselves before the lesson. The teacher supervising the group has the legal responsibility for the safety of pupils in their care. In all instances when tape is used, the class teacher must check the taped area before the lesson to ensure the protection is fit for purpose. If the teacher considers the taping unsatisfactory to permit safe participation in PE, adaptations must be made in terms of how the pupil takes part in the practical aspects of the lesson. The pupil can contribute to group planning, designing and tactical discussions, but can have different tasks assigned to them during the practical elements of the lesson (for example, individual skills practices, peer coaching, observation and feedback tasks, videoing others to analyse at a later stage, or officiating in a games context). Exclusion from a lesson PE lesson should be avoided at all times if a pupil is unable to remove personal effects or the taping is deemed unsatisfactory. Retainers and spacers are acceptable and do not need covering, provided they are soft plastic/rubber and will not cause damage in the event of impact.

Our school kit

KS1

- White t-shirt and navy-blue shorts or skort with trainers for indoor and outdoor games and athletic activities. Bare feet for gymnastics and preferable for dance (alternatively trainers).
- A dark (black/ purple/ navy-blue) sweater and dark (black/ purple/ navy blue) tracksuit trousers can be worn when cold weather but none of the above with large logos.

KS2

- White t-shirt and navy-blue shorts or skort with trainers for indoor and outdoor games and athletic activities. Bare feet for gymnastics and preferable for dance (alternatively sports footwear).
- A dark (black/ purple/ navy blue) sweater and dark (black/ purple/ navy blue) tracksuit trousers can be worn when cold weather but none of the above with large logos.
- Studded, bladed or ribbed footwear (boots) when the surface is soft or slippery (school field).

No borrowing of PE kit is allowed other than from a spare kit box.

Children will bring their indoor and outdoor PE kit into school and it will remain in school unless stated otherwise. Children in EYFS, Year 1, Year 2 and Year 3 will get changed under the supervision of the class teacher. In Year 4, 5 and 6, boys and girls will get changed in separate rooms under the supervision of an adult of the same sex if possible.

Non-participants

Any child not participating in a PE lesson should bring along a note from a parent/ carer stating reasons for this. Parents of children who fail to show a note for the second time in a half term will be sent a 'Groupcall' text message to inform them of this.

Non-participants should be encouraged to take as active a part as possible in the activities, e.g. refereeing, timekeeping, scoring, evaluation of performance, etc.

Children who are unable to go swimming in the short term will remain in school under supervision. Children who are not swimming for medical reasons may attend the pool and will be allocated tasks related to the swimming lesson. Children with a verruca under treatment can swim without the need of a verruca sock. However, children with a verruca not under treatment will require a verruca sock.

First Aid

Teachers should be aware of the medical information for all their pupils.

There are First Aid boxes located in the corridor and there is always an adequate number of staff to deal with incidents that require First Aid. Injuries to the head are always treated with caution and a note is sent home to inform parents of this.

Emergency Procedure

In the event of an emergency, all physical activities are immediately halted. A swift assessment of the situation is conducted, and first aid is administered as needed by qualified staff. Two students are assigned to notify the Headteacher or main office of the incident, providing a brief description of the injury. If an ambulance is necessary, students present the 'red card' to the appropriate authority. The Headteacher or designated person contacts emergency services, coordinating assistance for the injured student and the remaining class. To ensure preparedness, staff members are trained in first aid and emergency procedures, and necessary equipment is readily available. Regular emergency drills are conducted to familiarise staff and students with the procedures, ensuring a timely and coordinated response.

Role of the PE Leader

Strategic Leadership

- **Shaping the PE Vision:** Lead the development and implementation of a comprehensive Physical Education vision that aligns with the school's overall goals and values.
- **Curriculum Development:** Oversee the design, development, and regular review of the PE curriculum to ensure it meets the highest standards and addresses the needs of all students.
- **Professional Development:** Identify and facilitate professional development opportunities for PE staff, ensuring they are equipped with the latest knowledge, skills, and best practices.

Pedagogical Guidance

- **Mentorship and Coaching:** Provide individual guidance, mentorship, and coaching to PE staff, supporting their professional growth and classroom effectiveness.
- **Observation and Feedback:** Conduct regular observations of PE lessons, providing constructive feedback and support to enhance teaching practices.
- **Collaboration and Innovation:** Foster a collaborative and innovative culture among PE staff, encouraging them to share ideas, experiment with new approaches, and stay abreast of emerging trends in PE.

Resource Management and Partnerships

- **Resource Allocation:** Ensure that PE staff have access to the necessary resources, equipment, and facilities to deliver high-quality lessons.
- **Maintenance and Inventory:** Oversee the maintenance and inventory of PE resources, ensuring they are in good condition and properly stored.
- **Community Partnerships:** Build and maintain strong relationships with local sports clubs, community organizations, and the Preston Primary Schools Sports Council to enhance PE opportunities for students.

Assessment and Evaluation

- **Data Analysis:** Analyse student assessment data to identify areas of strength and weakness, inform curriculum adjustments, and track progress.

- **Outcome Measurement:** Evaluate the effectiveness of the PE program in achieving its goals, including student achievement, participation rates, and overall well-being.
- **Quality Assurance:** Implement quality assurance measures to ensure the PE program meets or exceeds national standards and best practices.

Training

To ensure continuous professional development, relevant courses will be attended by staff, with new insights and best practices shared with colleagues.

The PE Leader will play a pivotal role in identifying key areas for staff development, consulting with staff members as needed to tailor the training to their specific needs and interests..

Extra-curricular activities

Our school is renowned for providing a diverse array of extra-curricular sporting opportunities, offering our pupils a wide range of options. Many of these opportunities culminate in competitive inter-school competitions.

The overall PE extra-curricular program is subject to ongoing monitoring and review by the PE Leader, in collaboration with the teaching staff. This ensures that the program remains relevant, engaging, and effective.

Extra-curricular achievements are celebrated during whole-school assemblies, and recognition is given to students who have excelled in sports both within and outside of school. This serves to foster a positive and supportive sporting culture.

Impact

The Physical Education curriculum and sports provision at St. Anthony's fosters a love of sport and physical activity among our pupils, nurturing their enthusiasm through high-quality teaching and a diverse range of competitive and non-competitive opportunities.

We equip children with the essential skills to develop a lifelong passion for PE, providing a platform for understanding the role of sport and physical activity in achieving a fulfilling and healthy lifestyle. Our well-structured and progressive lessons cater to the needs of all pupils, ensuring that their learning is tracked and evaluated against established standards.

This assessment policy will be reviewed annually.

Next review: September 2026

Subject leader: Thomas Pitcher (LKS2 Lead and Class Teacher)