



PE Policy

'I will show wonders in the heavens and on the earth, blood and fire and billows of smoke...' Joel 2:30

Policy Type	Policy Number	Prepared By (Job Title) and Date
Statutory		Mrs Breeze – Teacher Summer 2025
Approval Date	Review Frequency	Review Due Date
	Every Two Years	Summer 2027
Signed on behalf of the Full Governing Body: _____		

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Introduction – INTENT / Rationale / Aims of the policy -

This policy outlines the learning, teaching, organisation and management of PE at Shrewsbury Cathedral Catholic Primary School. It explains the intent of the teaching and organisation of PE at Shrewsbury Cathedral Catholic Primary School and describes the implementation of the teaching and planning across the school.

The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and reviewing rests with the PE co-ordinator.

Organisation of the Geography policy

1. Legislation and guidance – National Curriculum - INTENT
2. Roles and responsibilities – IMPLEMENTATION
3. Organisation and planning - IMPLEMENTATION
4. Inclusion - IMPLEMENTATION
5. Monitoring and Assessment arrangements - IMPACT
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Legislation and guidance – National Curriculum - INTENT

At Shrewsbury Cathedral Catholic Primary School and Nursery we believe that PE provides opportunities for children to develop a healthy life-long relationship with exercise and is important for promoting physical and mental health as well as developing social skills and self-awareness. We recognise that the majority of pupils are not getting the recommended 60 minutes of moderate to vigorous exercise a day outside of school and that PE lessons play an important role in improving this to increase fitness and wellbeing.

We believe that a high-quality PE curriculum inspires children to succeed and excel in physically demanding activities and competitive sports, which in turn, will help them to build important life skills such as resilience, tenacity and determination.

We wish to support our pupils' health and fitness and provide them with opportunities to become physically confident. It is our aim to inspire our pupils to be involved in competitive sport and other activities to help build character and embed values such as good sportsmanship and respect.

Our PE curriculum is designed to:

- Develop competence in a broad range of physical activities
- Ensure children are physically active for sustained periods of time each week.
- Engage children in competitive sports and activities
- Develop team work and self-awareness.
- Establish habits for healthy, active lives
- Expose children to the diversity of sport and fitness activities available

Roles and responsibilities – IMPLEMENTATION

The Subject Leader should be responsible for improving the standards of teaching and learning in PE through:

- **Monitoring and evaluating pupil progress;**
- **Provision of PE;**
- **The quality of the Learning Environment;**
- **Taking the lead in policy development;**
- **Auditing and supporting colleagues in their CPD;**
- **Purchasing and organising resources;**
- **Keeping up to date with changes in the subject.**

Class teachers should be responsible for improving the standards of teaching and learning in Science through:

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- A clear understanding of the requirements for PE in their year group and Key stage and reinforce them wherever possible.
- Plan, teach and assess PE in accordance with the school's agreed methods.
- Seek advice whenever they are unsure in what they are delivering.

Governors

Governors are responsible for:

- Ensuring that the PE policy is in keeping with the national guidance.
- Ensuring that the policy is available to parents
- Ensuring that the programme and the resources are suitably monitored and evaluated

Regular reports are made to the governors on the progress of PE provision and to our Curriculum Governor. This policy will be reviewed every two years or in the light of changes to legal requirements.

Organisation and planning – IMPLEMENTATION

Planning for PE is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for Science 2014 and later updates in 2019' and, 'Physical Develop; Communication and Language and Expression, Arts and Design' in the Early Years Foundation Stage.

PE teaching at Shrewsbury Cathedral Catholic School involves adapting and extending the curriculum to match all pupils' needs. As well as the discrete PE units taught, where possible, PE will be linked to other areas of the curriculum including opportunities for physical learning such as in forest school or as part of a demonstration in Science. This will be outlined on our Unit Cover sheets which form an integral part of our planning. PE teaching and coverage will be prepared and delivered using a range of useful units and resources where appropriate supported by the PE planning scheme.

Teachers plan to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available.

Early Years and Foundation Stage:

Pupils should demonstrate good control and coordination in small and large movements. Children should be developing fundamental skills with confidence, safely negotiating space and trying new activities in the process.

Pupils should be taught to:

- Master basic movements including:
 - running ➤ jumping
 - hopping ➤ crawling ➤ throwing and catching.
- Develop balance and agility, negotiate space, adjust speed, change direction.
- Work as part of a group or class, and understand and follow the rules.
- Move confidently and in time to music.

Key Stage One (year one and two):

Pupils should develop fundamental movement skills, become progressively capable and confident, and access various opportunities to extend their agility, balance and coordination, individually and with their peers. Engaging in competitive and co-operative physical activities in a range of increasingly challenging situations is vital to their development.

Pupils should be taught to:

- Master basic movements and apply these in a range of activities including:

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- running
- jumping
- throwing
- catching
- developing balance, agility, and coordination.
- Participate in team games and develop simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Key Stage Two (years three – six):

Pupils should continue to apply and develop various skills, learning how to use them differently, and make actions and sequences out of movement.

Pupils should enjoy communicating, collaborating and competing with others, and develop an understanding of how to recognise, evaluate, and improve their techniques.

Pupils should be taught to:

- Run, jump, throw and catch in isolation and together.
- Play competitive games, modified where appropriate, and apply basic principles to attack and defend.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using various movements.
- Take part in outdoor and adventurous activities, both individually and as a team.
- Compare their individual performances with previous ones to demonstrate improvement so they can achieve to the best of their ability.

Swimming and water safety

Our school provides the minimal requirement for swimming instruction in key stage 2.

In particular, we aim to teach all pupils to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively.
- Perform safe self-rescue in different water-based situations.

Inclusion – IMPLEMENTATION

We are an inclusive school and therefore ensure that our classrooms and learning environments are ASD and SEND friendly. This means that we plan differentiated learning to meet the needs of all our pupils, including those with SEND, EAL and any other barriers to learning. Our curriculum is planned and taught so that children can achieve in PE regardless of their starting point or ability. Through the use of quality-first and adaptive teaching, teachers, supported and monitored by the subject lead and SLT, are responsible for promoting equality and provide meaningful quality PE teaching for all students. This means ensuring that all pupils including those with special educational needs, those for whom the pupil premium provides supports and those for whom English is an additional language make good progress and are inspired and challenged through the PE curriculum.

We aim to provide for all children so that they achieve as highly as they can in PE according to their individual ability. We will identify which pupils or groups of pupils are under-achieving and take steps to improve their attainment through instant feedback, peer modelling and adaptation through activity and resource. Effective PE teaching will be an integral part of our provision in 'The Dell'.

Intervention Programmes:

Primarily interventions linked to PE support group work and the management of negative emotions in stressful situations. This includes ELSA and Cool Kids.

Where appropriate, physical barriers to PE will be addressed using professional external support such as occupational health teams.

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Equal Opportunities:

Shrewsbury Cathedral Catholic School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged.

In order to engage all children: cultural diversity, home languages, gender and religious beliefs are all celebrated and any conflicts within the PE curriculum are addressed. (see equal opportunities policy).

Teachers are aware of the need for some gendering within PE for safeguarding purposes but seek to minimise gendered PE where possible and actively work to address bias and stereotyping within sport.

Monitoring and Assessment arrangements – IMPACT

As part of each PE lesson, learners have the opportunity to self or peer assess their progress in the skill being developed. At the end of each unit, a record of impact is made using SeeSaw. This provides an example of the progress in skill and incorporates teacher and pupil voice.

Links with other policies

Appendix

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