Holy Family Catholic Primary School

Physical Education Policy

Approved by:	Clair McFadden	**Date:**
Last reviewed on:	September 2026	
Next review due by:	To be monitored and updated as required	

Intent

PE at Holy Family aims to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and their future. Physical fitness is a key part of leading a healthier lifestyle and our bespoke curriculum ensures every child has the opportunity to have an outstanding experience in PE. Our curriculum teaches self-discipline and that to be successful in life you must work hard, show resilience and have the determination to believe that anything can be achieved. We want to teach children how to independently cooperate and collaborate with others, as part of a team and as a leader, understanding fairness and competitiveness of play to embed life-long values. We ensure children reflect on their own, and others', performance and use clear communication within PE lessons. Children are taught the importance exercise has on their physical and mental health which motivates them to exercise beyond their Primary years.

Implementation

Pupils at Holy Family participate in 2 sessions of weekly, high quality PE lessons. Our PE programme incorporates a variety of activities to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses over a range of sports. We deliver high-quality teaching and learning opportunities that inspire all children to improve their skills and apply them to a game situation. We provide opportunities for ALL children to engage in extra-curricular activities after school, in addition to competitive sporting events throughout the year. Our year 4 children attend swimming lessons; children who do not meet the Curriculum targets for swimming in Year 4, repeat swimming in Year 5 through the Sports Premium funding. At Holy Family, we have purchased a scheme of learning which helps teachers deliver a purposeful PE curriculum. GetSet4PE gives teachers the knowledge and skills needed to ensure children engage, enjoy and progress in PE and begin to express themselves in a variety of sports. Our lessons always have a warm up, skill practice, application to a game situation and then cool down. We are lucky enough to have Xcite Sports (outside agency) work with each class for a full term – teachers use this opportunity for CPD purposes as well as Active Fusion (outside agency) and Scotties Heroes (outside agency) who lead after school clubs for our children. Scotties Heroes is aimed at delivering personal development sessions as outlined in the Ofsted framework. These clubs change each half term ensuring ALL children have the opportunity to take part.

Impact

Our curriculum aims to improve the wellbeing and fitness of all children at Holy Family, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives. In addition to this, our school promotes competitive sport and, via attended inter-school competitions on a regular basis, will give all children the opportunity to play sport competitively which will

increase participation outside of school. Though our work in the past academic year (2021-2022) the school achieved school games gold for the first time.

Expectations

It is expected that most of the following items are evident in every PE lesson:

- A warm up which includes staff explaining to the children the importance of warming up and the importance exercise has on the body
- Skills being taught within the lesson
- Clear teaching points to improve skills
- Peer and self-reflection on skills being shown
- Application of skills to game situations
- A cool down which includes staff explaining to the children the importance of cooling down and the importance exercise has on the body
- Engagement
- Questioning
- A love of learning
- Developing independence and team skills
- Developing communication and leadership
- Working collaboratively as a team
- Being resilient
- Being reflective
- Being fair but competitive

Health and safety

To ensure safe practice teachers should:

- Have an understanding of the subject/activity being taught.
- Train the children to be quiet, well behaved and respond promptly to instructions.
- Wear suitable footwear themselves and advise any adult helper to do so.
- Plan to use the apparatus most suited to the individual theme as well as the age an experience of the children. Hall apparatus should be set out with due regard to space limitations and safety.
- Check all equipment before the children use it. Site it sensibly and see that no obstructions are in the way of the use of the apparatus.
- Check the condition of the floor. Any visible dangerous objects should be removed from a play area.
- See any apparatus used inside or outside is counted and put away to prevent accidents happening to unsupervised children and to minimise loss of equipment.
- Children who require medication should have access to it, during P.E. lessons.
- Ensure all children will wear appropriate dress for PE activities.
- Ensure no jewellery is worn during PE lessons.
- Know that mats do not ensure safety and will not prevent all injuries in Gymnastic work, so make sure they are used only where teachers wish children to jump onto them.
- Teach warm up and warm down activities.

- Give appropriate consideration to weather conditions and the nature of the activity.
- Instruct children in the safe use and movement of apparatus.
- Ensure children always take some form of footwear with them to the hall.
- In the case of an injury, stay with the injured child and send a reliable child for assistance.
- Report any damaged equipment to the P.E. Co-ordinator.
- Know the children under your care.
- Teach the pupils the safe practice and understanding of: a) Concern with their own and others' safety at all times. b) The importance of warming up for exercise to prevent injury, to be aware of changes to their body that occur during exercise and to recognise the short and long term effects of exercise on the body. c) How to recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition. d) Lifting, carrying and using equipment safely. e) The principles of good hygiene. Why particular clothing, footwear and protection are worn for different activities and the safety risks of wearing inappropriate clothing, footwear and jewellery.

P.E. Dress Code

- No jewellery to be worn for P.E. Parents are responsible in ensuring children do not wear jewellery to school. Staff are not required to remove any jewellery. Tape should not be used for covering piercings.
- Staff should wear appropriate dress and footwear for P.E. lessons which they change into.
- All children participating in P.E. should wear appropriate dress – blue/black shorts and white t-shirt. Tracksuits may be worn in cold weather when participating in PE outside.
- All children should have appropriate footwear for the lesson.
- Long hair should be tied back – soft ties, no slides.

P.E Kit

PE is part of the National Curriculum; therefore, pupils cannot choose to opt-out as PE is a statutory requirement. The only instances in which a pupil will be permitted to miss PE are if they are injured or ill, and they have a signed letter from either:

· A nurse.

· A doctor.

Letters should specify why your child is unable to participate and should be dated. Where the child cannot participate, they must complete other school work under the supervision of a teaching assistant. Failure to bring P.E kit could potentially result in children not being able to take part fully due to health and safety. The procedure to tackle persistent forgetting of PE kit is: Teachers to speak to parents at the end of the day; a second time will result in a letter been sent home; and finally a third time will result in a meeting with a member of the leadership team. Children, such as pupil premium or free school meals, could be offered funding for kit with cases being revived on a case by case basis.

Indoor P.E.

- Plain black or navy shorts and white t-shirt.
- No leg coverings (long) to be worn on large apparatus.
- Bare feet.

Outdoor P.E.

- A harder sole trainer may be worn on the playground or grass.
- Tracksuits may be worn for particular lessons.
- Football boots and shin pads are necessary for playing football (if not achievable in lessons, no football boots or shin pads for any child and a focus on non-contact skills).
- For swimming, boys require swimming trunks (not shorts) and girls a one-piece costume.

Non Participation in P.E. Activities

- Missing a P.E. lesson should never be used as a form of punishing a child for inappropriate behaviour in other lessons.
- Children who do not participate in P.E. lessons because of injury or illness must bring a note to explain reasons or parents should communicate reasoning with class teachers.
- Children should still be encouraged to play some part in a lesson even when a note has been received (they could keep scores, umpire small sided games and be part of teaching points and reflection).

Extra-curricular Activities

At Holy Family Catholic Primary School, we aim to provide a range of extra-curricular PE and sporting opportunities to enrich pupils' experiences and encourage a lifelong love of physical activity. These may include after-school sports clubs, inter-school competitions, tournaments and other sporting events. We encourage all pupils to participate, develop their skills, build confidence and teamwork, demonstrate positive sportsmanship and experience the benefits of representing their school. We aim to provide inclusive opportunities for pupils of all abilities and interests to engage in sport beyond the curriculum.

Organisation and Planning

Physical Education (PE) is an important part of our broad and balanced curriculum. At Holy Family Catholic Primary School, we aim for every pupil to develop the knowledge, skills, confidence and motivation to enjoy physical activity, participate in sport and make informed choices about an active, healthy lifestyle.

We aim to provide all pupils with at least two hours of high-quality, timetabled curriculum PE each week. This reflects government guidance and its ambition for schools to protect PE time. Curriculum PE is not replaced by extra-curricular clubs, active play or other physical activity.

We use GetSet4PE to support teachers with progressive curriculum planning, lesson structure, activities and assessment opportunities. Teachers use the scheme while adapting lessons to pupils' needs, prior experience and abilities. Lessons should be purposeful, active, inclusive and appropriately challenging, with clear learning intentions and opportunities to practise, apply and improve skills.

Teachers ensure that pupils have suitable space, equipment and time to be active. Safe practice is central to all PE lessons. Staff follow school procedures for risk assessment, equipment checks, medical needs, behaviour, first aid and the management of indoor and outdoor spaces. Adaptations are made in line with relevant school policies and individual pupil needs.

Foundation Stage

In the Early Years Foundation Stage (EYFS), physical development is a prime area of learning within the EYFS Statutory Framework. Children develop the foundations for PE through planned movement opportunities, active play and activities that build gross and fine motor skills, balance, coordination, strength, spatial awareness and control.
Children are provided with opportunities to:

- develop balance, agility, coordination and control through a range of movements;
- move confidently and safely in different spaces and negotiate obstacles;
- use equipment to practise throwing, catching, climbing, balancing and travelling;
- develop awareness of space, others and simple safety expectations;
- take part in games, movement activities, dance and outdoor learning;
- talk about how their bodies feel during and after physical activity and begin to understand the value of being active.

These practical and engaging experiences are appropriate to children's developmental stages and provide a foundation for the movement skills, confidence and positive attitudes developed through Key Stage 1.

Key Stage 1 and 2

PE is taught in line with the National Curriculum for England. The curriculum aims to ensure that pupils develop competence in a broad range of physical activities, are physically active for sustained periods, engage in competitive sport and activities, and lead healthy, active lives.
In Key Stage 1, pupils develop fundamental movement skills and become increasingly confident and competent in running, jumping, throwing, catching, balance, agility and coordination. They apply these skills in different activities, take part in simple team games and perform dances using simple movement patterns.
In Key Stage 2, pupils apply a broader range of skills, linking actions into sequences and using skills in different activities. They take part in competitive games and learn principles of attacking and defending; develop flexibility, strength, technique, control and balance; perform dances using a range of movement patterns; take part in outdoor and adventurous activity challenges; and compare performances with previous efforts to improve and achieve their personal best.
Pupils learn about the importance of physical activity and healthy lifestyles. Swimming and water safety are included in the school's provision in line with National Curriculum requirements, with progress monitored to identify pupils who may need further opportunities to meet the expected standard.

Long-term plans

Our long-term PE plans are informed by the National Curriculum and supported by GetSet4PE. They provide an overview of the activities, knowledge and skills taught across year groups and ensure that pupils experience a broad and balanced PE curriculum as they progress.
Planning aims to provide progression in fundamental movement skills, games, dance, gymnastics, athletics, outdoor and adventurous activities, and swimming and water safety as appropriate to the school's programme. Pupils revisit and build on prior learning, developing increasing control, fluency, decision-making, tactical understanding, confidence and independence.

Medium-term plans

Medium-term planning follows the progression and units provided by GetSet4PE. It sets out the sequence of learning within each unit and supports teachers in identifying the knowledge, skills and vocabulary pupils should develop. Teachers ensure pupils practise skills, apply them in different contexts, receive feedback and improve their performance.
Teachers consider the needs of their class, adapting activities, equipment, rules, groupings, space and levels of challenge so all pupils can participate meaningfully and make progress.

Short-term plans

Teachers use GetSet4PE lesson plans and resources to support day-to-day teaching. Lessons should have a clear learning intention and purposeful sequence, including demonstrations, opportunities for practice, application of skills, feedback and reflection. Pupils should spend a substantial proportion of lesson time moving and participating, rather than waiting for turns or completing unnecessary written tasks.
Teachers check understanding through observation, questioning, demonstration and feedback. They address misconceptions, model safe and effective techniques and adapt activities in response to pupils' progress. The PE Subject Leader monitors provision through staff discussions, learning walks, pupil voice, photographic evidence and review of curriculum coverage.
Key learning areas
The PE curriculum develops the following connected areas of knowledge and skill throughout the school:
1. Fundamental movement and physical skills
Pupils develop and refine running, jumping, throwing, catching, balancing, travelling, changing direction and coordination. These foundational skills support participation and progression across a wide range of activities and sports.
2. Applying skills, tactics and strategies
Pupils learn to select and apply appropriate skills in games and other activities. They develop spatial awareness, decision-making, attacking and defending principles, teamwork and an understanding of rules. As they progress, they apply skills with greater control and make increasingly effective decisions.
3. Performance, control and creativity

Through gymnastics, dance and other activities, pupils develop control, balance, coordination, sequencing and the ability to express ideas through movement. They perform movements and sequences with increasing precision, fluency and confidence.

4. Evaluating, improving and achieving personal best

Pupils observe performance, recognise strengths and identify achievable next steps. They use feedback to improve their own performance and, where appropriate, offer constructive feedback to others. They compare performances with previous efforts and learn that improvement comes through practice, perseverance and reflection.

5. Healthy, active lifestyles and sportsmanship

Pupils learn why regular physical activity matters for physical health, mental wellbeing and everyday life. They develop an understanding of safe participation, effort, resilience, fairness, respect, cooperation and how to respond positively to success and disappointment.

Cross-curricular links

PE offers meaningful links with other subjects. Pupils may use mathematics to record scores, measure distances, time performances, compare results and interpret statistics. English and oracy are developed when pupils listen to instructions, explain tactics, evaluate performances and use subject-specific vocabulary. Science links include movement, muscles, bones, heart rate and the effects of exercise on the body. Geography and outdoor learning may be linked through orientation, maps and outdoor and adventurous challenges. These links support learning elsewhere without reducing PE's practical focus.

Spiritual, Moral, Social and Cultural Development

PE contributes to pupils' spiritual, moral, social and cultural development. Pupils experience enjoyment, wonder and personal achievement through movement, dance, performance and physical challenge. They learn to show respect, play fairly, follow rules, make safe choices and understand the consequences of their actions. Team activities encourage communication, cooperation, leadership, trust and resilience. Pupils explore a range of sports, games and movement traditions and learn to respect different abilities, experiences and cultures. Competition promotes positive attitudes, inclusion and respect for opponents, officials and teammates.

Inclusion

Teachers have high expectations for every pupil and plan PE so that all children can participate, experience success and make progress. Teaching takes account of pupils' starting points, confidence, physical development, disabilities, medical needs, SEND, EAL and any social or emotional barriers to participation.

Teachers adapt equipment, rules, space, instructions, demonstrations, grouping and task complexity where necessary. Scaffolding and additional support are provided, while pupils who are ready are offered further challenge through more complex skills, tactics, combinations, leadership or independent evaluation. Activities should provide equitable opportunities for all pupils, including girls and boys, disadvantaged pupils and pupils with SEND.

No pupil should be routinely excluded from PE because of ability or additional needs. Adjustments are planned sensitively, in consultation with relevant colleagues and families where appropriate, and in line with the school's SEND, equality, medical and health and safety policies.

Recording of Children's Work

PE is a practical subject and there is no expectation that pupils complete written work in every lesson. Evidence of learning may be captured through photographs and, where appropriate, short video clips stored on the school's approved server in line with safeguarding, data protection and image-consent procedures. This evidence should be accessible to the PE Subject Leader to support monitoring of curriculum coverage, participation and progression.
Pupil voice is an important part of understanding the impact of PE. Pupils may explain what they are learning, describe how they are improving, identify skills they have developed and talk about healthy lifestyles and their enjoyment of PE.
Written recording should be used only when it supports the learning purpose. Examples include recording scores, times, distances, statistics, tactics, evaluations or personal targets. Teachers should not create unnecessary written tasks simply to provide evidence that a PE lesson has taken place. Evidence should reflect the practical nature of the subject and the skills, knowledge and understanding pupils develop.

Assessment

Assessment helps teachers understand pupils' developing knowledge and skills, recognise progress, identify barriers to participation and plan next steps. Assessment should be ongoing and purposeful, based primarily on what pupils know, understand and can demonstrate in practical contexts.
Assessment enables teachers to identify pupils' existing skills and knowledge; check understanding of techniques, tactics, rules and safety; recognise progress in control, coordination, decision-making, performance and teamwork; identify those who need further practice or challenge; help pupils recognise achievements and next steps; and inform the PE Subject Leader's evaluation of curriculum provision.
Formative assessment
Formative assessment takes place throughout PE lessons. Teachers assess pupils through:

- observation of movement, technique, control, decision-making and participation;
- questioning and discussion using appropriate PE vocabulary;
- demonstrations and pupils' explanations of how a skill or tactic works;
- feedback during practice and opportunities to act on that feedback;
- peer and self-assessment where appropriate and supportive;
- checking understanding of rules, teamwork, safety and healthy lifestyles;
- reviewing photographs or other suitable evidence alongside pupil voice.

Assessment information is used to adapt teaching, revisit skills where needed and plan the next stage of learning. Feedback should be constructive, age-appropriate and consistent with the school's feedback and assessment arrangements.

Summative Assessment

At the end of a unit, teachers draw on their knowledge of pupils and evidence gathered during lessons to make an informed judgement about progress towards intended learning outcomes. This may include practical performance, application of skills, understanding of rules and tactics, teamwork and pupils' ability to evaluate and improve their work.
Teachers may use assessment guidance provided by GetSet4PE alongside their professional judgement. Evidence can include observations, brief assessment notes, pupil voice and appropriate photographs or recordings stored securely on the school server. Assessment should be manageable and proportionate; extensive written evidence is not required.
The PE Subject Leader reviews assessment information and other evidence to identify patterns, areas for development and opportunities to strengthen curriculum provision. Information is shared with relevant staff and used to support continuity between year groups.

Monitoring and Reviewing

Monitoring the quality of PE teaching, pupils' learning and curriculum provision is the responsibility of the PE Subject Leader, working with the Senior Leadership Team. The PE Subject Leader supports colleagues in delivering GetSet4PE, keeps up to date with relevant guidance and developments, and identifies priorities for improvement.
Monitoring may include:

- Curriculum and planning review: checking breadth, balance, progression and coverage of the National Curriculum and GetSet4PE units.
- Learning walks and lesson visits: observing participation, teaching, skill development, challenge, inclusion and safe practice.
- Photographic evidence: reviewing appropriate evidence stored on the school server to see the range of activities and skills being taught.
- Pupil voice: asking pupils about their learning, confidence, progress, enjoyment, healthy lifestyles and opportunities to participate.
- Staff discussions: identifying strengths, training needs, resource requirements and examples of effective practice.
- Assessment review: considering teachers' judgements and evidence of pupils' progress across units and year groups.
- Participation and opportunity review: considering equitable access to curriculum PE, enrichment, competition, swimming and water safety.

Findings inform the PE subject action plan and future professional development. Monitoring supports improvement and helps ensure that all pupils receive a high-quality, inclusive PE education.

Greater Depth

Greater depth in PE is demonstrated when pupils apply skills consistently and confidently, adapt their performance to changing situations, make effective tactical decisions and explain how they can improve. Pupils may combine skills fluently, demonstrate creativity and precision, take responsibility for team roles, lead or support others appropriately, and evaluate performance using specific observations.

Greater depth is not simply about being naturally athletic or winning competitions. Teachers provide suitable challenge for pupils with different strengths and experiences, recognising progress, understanding, decision-making, leadership and the ability to apply learning independently.

Oracy in PE

Oracy is an important part of PE. Pupils listen carefully to instructions, learn and use subject-specific vocabulary, explain tactics and rules, discuss how to improve performance and reflect on their own learning. They may give and receive constructive feedback, work collaboratively to solve movement challenges and communicate respectfully with teammates and opponents. Teachers model clear language and provide opportunities for pupils to explain their choices and understanding, while ensuring that discussion supports rather than replaces practical activity.

Artificial Intelligence (AI)

At Holy Family Catholic Primary School, AI may be used by teachers, where appropriate, to support the preparation or adaptation of PE resources, generate ideas for inclusive activities, develop questions and support curriculum planning. Any AI-generated content must be reviewed by a teacher to ensure accuracy, age-appropriateness, inclusion, safety and alignment with the National Curriculum and GetSet4PE. AI must not replace professional judgement, safe lesson planning or direct assessment of pupils' practical performance. Staff must follow school policies on safeguarding, data protection, online safety and responsible use of technology. Personal or identifiable pupil information, photographs and videos must not be entered into AI tools unless explicitly authorised under school procedures.

Arrangements for review

This policy is reviewed regularly by staff and governors to ensure that it supports high standards in PE, reflects current government guidance and meets the needs of pupils at Holy Family Catholic Primary School. The policy will be reviewed annually, or earlier if national guidance or school practice changes.