



Physical Education Policy

Date of Approval:	September 2025
Date of Next Review:	September 2026

Introduction

At St Michael's Catholic Primary School PE plays a very important role in the development of our children. Through an enriched PE curriculum, a broad and wide range of after-school sport clubs and a varied competition programme, we aim to encourage a lifetime love of sport which inspires all children to maintain an active and healthy lifestyle and to reach their full potential.

High quality and inclusive PE, sport and physical activity leads to improved fitness, health and well-being, concentration, attitude and academic achievement. Year after year, the range of sporting opportunities we provide at St Michael's has been increasingly beneficial to the children at the school and has resulted in:

- Raising children's attainment
- Building self-esteem
- Learning to work as a team, developing leadership skills and building friendships which extend beyond school life
- Experiencing healthy competition which can ultimately help them to deal with life's successes and failures
- Encouraging and developing a healthy and active lifestyle

Curricular Aims

- Promote physical activity and promote healthy and active lifestyles.
- Encourage pupils to be physically active for sustained periods of time.
- Pupils engage in competitive sports and activities.
- Develop the competence to excel in a broad range of physical activities.
- Develop positive attitudes to health, fitness and physical activity.
- To ensure safe practice

Entitlement

Every child is offered a minimum of 2 hours of high-quality PE a week. All children will learn and participate in the areas outlined in the curriculum map for PE.

Delivery and organisation

Every class participates in a dedicated weekly PE session, ensuring that all children have regular opportunities to develop their physical skills, fitness, and teamwork. PE lessons are carefully planned and delivered using specifically developed schemes of work, enabling consistency, progression, and high-quality teaching across all year groups. These schemes

support staff in structuring lessons effectively while ensuring alignment with the National Curriculum and the development of fundamental movement skills.

Structure of a PE Lesson

Each PE lesson follows a structured format to maximise engagement, skill development, and learning outcomes:

1. **Warm-Up (5-10minutes)**
The lesson begins with a warm-up activity designed to prepare children's bodies for physical activity and reduce the risk of injury. Warm-ups include dynamic movements such as jogging, skipping, and stretching, as well as sport-specific drills or reaction-based games to raise heart rates and activate key muscle groups. Warm-ups also serve as an opportunity to reinforce prior learning and introduce key themes for the lesson.
2. **Skill Development & Teaching Focus (15-20 minutes)**
The main teaching element of the lesson focuses on developing key skills related to a specific sport or physical activity. This could include fundamental movement skills such as balance, coordination, agility, and strength, or more advanced techniques for sports like football, netball, gymnastics, and athletics. Teaching is delivered through demonstrations, guided practice, and peer collaboration, ensuring that children understand both the technical and tactical aspects of the skill. Differentiation is embedded to cater for varying abilities, with challenges and adaptations provided to ensure all children can progress at their own level.
3. **Game or Activity Application (15-20 minutes)**
Children then apply their learning in a structured game, challenge, or activity that allows them to practise the skill in context. This might involve small-sided games, team-based challenges, or individual performance tasks. This stage of the lesson promotes problem-solving, decision-making, and teamwork while reinforcing the lesson's key objectives. Staff encourage participation, fair play, and positive sportsmanship, creating an inclusive and supportive learning environment.
4. **Cool Down & Stretching (5-10 minutes)**
To safely conclude the session, a structured cool-down helps children gradually return to a resting state. This includes slower movements, stretching exercises, and breathing techniques to aid recovery and prevent stiffness. The cool-down also offers a moment for mindfulness and relaxation, reinforcing the importance of looking after both physical and mental well-being.
5. **Plenary & Evaluation (5 minutes)**
Each lesson ends with a brief discussion or reflection, allowing children to evaluate their performance, discuss what they have learned, and set personal goals for improvement. Teachers use questioning to check understanding, encourage self-assessment, and highlight key takeaways from the session. This reflective time also provides an opportunity for peer feedback and recognition of effort, progress, and achievements.

Delivery and Organisation of PE in School

- **Progression Across Year Groups:** Lessons are structured to ensure progression in skills, confidence, and physical competence. Younger children focus on fundamental movement skills, while older children build upon these foundations to engage in more complex games, tactics, and competitive sports.
- **Equipment and Resources:** A range of high-quality equipment is available to support all areas of PE, ensuring lessons are engaging, varied, and accessible to all learners.

Staff are trained in the effective use of resources to maximise participation and skill development.

- **Inclusive Practice:** PE lessons are designed to be fully inclusive, ensuring that children of all abilities can participate, enjoy, and progress in physical activity. Adaptations and alternative challenges are provided where necessary to meet individual needs.
- **Cross-Curricular Links:** PE is integrated with other subjects where possible, promoting links with science (body systems, health and fitness), maths (scoring, measurement, angles in movement), and PSHE (teamwork, resilience, leadership).
- **Extracurricular Opportunities:** In addition to curriculum PE, children have the opportunity to take part in sports clubs, intra-school competitions, and inter-school tournaments, further developing their skills and enthusiasm for physical activity.

By following this structured and well-organised approach, we ensure that all children benefit from high-quality PE lessons that support their physical development, teamwork, and lifelong enjoyment of sport and exercise.

Early Years Foundation Stage (EYFS)

We prioritise the physical development of children in our Foundation Stage as an essential part of their overall learning and well-being. Physical development is closely linked to children's confidence, coordination, and overall health, and we ensure that it is seamlessly integrated into our daily activities.

Our approach aligns with the Early Years Foundation Stage (EYFS) Early Learning Goals, which emphasise both gross motor and fine motor development. We provide children with a variety of engaging opportunities to enhance their movement, balance, and spatial awareness. Through structured activities, free play, and child-led exploration, children develop essential skills such as coordination, strength, and agility.

We offer both indoor and outdoor experiences that challenge and stimulate children physically. Indoors, we provide activities such as obstacle courses, movement games, and fine motor skill exercises, including threading, cutting, and mark-making. Outdoors, we take advantage of open spaces, climbing equipment, ride-on toys, and natural materials to encourage active play and exploration. These experiences help children to develop core physical competencies while also promoting social interaction, problem-solving, and resilience.

Our setting is equipped with a diverse range of high-quality resources to support children's physical development. We regularly review and adapt our provision to meet the needs of all learners, ensuring inclusive and accessible activities for every child, regardless of their starting points or abilities. We also work closely with parents and carers to encourage active lifestyles beyond the setting, recognising the importance of continuity between home and school.

By fostering a love for movement and physical activity from an early age, we help children build the foundations for a healthy and active future while supporting their broader learning and development across all areas of the EYFS framework.

Swimming

As part of our commitment to ensuring that all children develop essential water confidence and swimming skills, we provide weekly swimming lessons for pupils in Years 4, 5, and 6 throughout the academic year. These lessons take place at a local swimming pool and are led

by qualified and experienced swimming instructors who deliver high-quality instruction tailored to the needs and abilities of each child.

Swimming is a vital life skill and a key component of the National Curriculum for Physical Education. Our swimming programme focuses on developing water safety awareness, stroke technique, endurance, and overall confidence in the water. Instruction is delivered in a structured yet supportive environment, allowing children to progress at their own pace while being encouraged to challenge themselves.

Assessment of swimming ability is based on the National Curriculum requirements, which state that by the end of Key Stage 2, children should be able to:

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

Children are continuously monitored and assessed throughout the programme. Instructors observe their progress, offering personalised feedback and support to help them refine their techniques and build their confidence in the water. Assessments are carried out through structured swimming activities, informal observations, and individual challenges set by the instructors.

We recognise that children enter the programme with varying levels of swimming ability, and we ensure that all pupils receive appropriate support and guidance. Beginners focus on water confidence, floating, and basic stroke development, while more advanced swimmers refine their technique and build stamina. Our aim is to ensure that every child leaves primary school with the necessary skills to swim safely and enjoyably.

By offering regular swimming lessons across Years 4, 5, and 6, we provide a consistent and progressive approach to swimming education, helping children develop a lifelong appreciation for water safety and physical activity.

Non-participation

PE is a compulsory subject as outlined in the National Curriculum and requires all children to participate fully in Physical Education lessons. Children can only be excused from the physical aspects of PE if they bring a signed note from their parent/carer stating either physical illness or injury that prevents their participation. (If teachers doubt the validity of the note then they should contact the parent/carer and not insist that the child participates until this has been done). Children are required to have a full PE kit with them at all times.

Clothing

- All children to attend school in their PE kit to alleviate any disruption to learning.
- All teachers should at least change into appropriate footwear for the teaching of PE. It is preferable that teachers change into a PE kit.
- A change of clothing must be worn for indoor/outdoor activities for both curriculum and extra-curricular activities.

- Suitable clothing for all children within the school is a white t-shirt; black shorts or jogging bottoms; suitable trainers or plimsolls.
- No jewellery is to be worn in PE.
- Long hair should be tied back.
- For dance and gymnastics pupils are encouraged to be bare-footed and for gymnastics all pupils must tuck in their T-shirt

Extra-Curricular Opportunities and Enrichment

Children are offered numerous opportunities to engage in a variety of extra-curricular activities and after school clubs. Clubs are run by coaches from NUFC and teaching staff. We also have strong links with sporting bodies and clubs - Newcastle United, Newcastle Eagles, Newcastle Falcons and Royal Grammar School, Newcastle - where children's enthusiasm is channelled into positive experiences outside school. These activities provide opportunities for more advanced coaching and competition with children from other schools and larger scale team games. It is also the aim of the school to have children as active at lunchtimes as possible. Lunchtime supervisors are trained to encourage and given resources to help promote active playtimes. We also have Sports Leaders, who lead and manage playground activities every day of the week. As part of our Sports Day, we run competitive races for Key Stage 1 and 2 in House teams. We also run an annual House Competitions every term to further promote competitive sport within our own school.

Equal Opportunities and Inclusion

Inclusive practice in PE should enable all children (including those that are gifted and talented within PE or those that have Special Educational Needs) to achieve their best possible standard; whatever their ability, and irrespective of gender, ethnic, social or cultural background, home language or any other aspect that could affect their participation in, or progress in their learning. Teaching and learning is therefore differentiated to best match the needs of the class and the individuals within it. This process is completed by the teacher; specifically adapting and annotating the plans to their class' needs.

Assessment

Assessment in PE is an essential part of tracking pupil progress, identifying strengths and areas for development, and ensuring that all children receive the appropriate level of challenge and support. Our PE assessments follow a structured approach aligned with the National Curriculum, focusing on physical competence, personal development, and understanding of health and fitness.

Assessment Methods

We use a combination of formative and summative assessments to monitor progress throughout the year:

- **Formative Assessment (Ongoing Assessment in Lessons)**
Teachers and coaches assess children's skills, engagement, and progress during each lesson through observation, questioning, and informal feedback. This allows for real-time intervention, differentiation, and personalised guidance.

- **Summative Assessment (End of Unit Assessment)**

At the end of each PE unit, children are assessed against key learning objectives, focusing on their ability to apply skills, perform movements with control and coordination, and demonstrate an understanding of game rules and tactics.

Assessment Criteria by Key Stage

Key Stage 1 (Years 1 & 2)

At this stage, assessment focuses on fundamental movement skills, basic coordination, and participation. Key areas include:

- Locomotor skills (running, jumping, hopping, skipping)
- Object control (throwing, catching, kicking, striking)
- Balance and coordination (climbing, landing, rolling)
- Spatial awareness and movement patterns
- Listening, following instructions, and working with others

Children are assessed through teacher observations, movement challenges, and simple performance tasks. The emphasis is on developing confidence, enjoyment, and participation in physical activity.

Key Stage 2 (Years 3–6)

As children progress through Key Stage 2, the assessment focus shifts towards refining skills, tactical awareness, and understanding of fitness concepts. Key assessment areas include:

- **Years 3 & 4:**
 - Developing control and fluency in fundamental movement skills
 - Learning and applying basic techniques in sports such as football, netball, gymnastics, and athletics
 - Understanding simple game strategies and rules
 - Demonstrating resilience, teamwork, and fair play
- **Years 5 & 6:**
 - Applying skills with greater accuracy, control, and confidence
 - Using strategies and tactics in game situations
 - Evaluating performance and making improvements
 - Demonstrating leadership, communication, and decision-making in team activities
 - Understanding the impact of exercise on health and fitness

Assessment methods for Key Stage 2 include skill demonstrations, peer and self-assessment, and structured gameplay observations. Teachers may also use video analysis or progress checklists to support assessment.

Recording & Reporting Progress

- Teachers maintain assessment records to track each child's progress over time.
- Feedback is provided through verbal discussions, personalised targets, and written reports where applicable.
- Parents receive updates on their child's physical development through reports and parent meetings.

- Children are encouraged to reflect on their performance and set personal goals for improvement.

Inclusion & Adaptation

- PE assessments are inclusive, ensuring all children, regardless of ability or additional needs, can access and progress within PE lessons. Adaptations and alternative assessments are provided as needed.
- Effort, attitude, and engagement are recognised alongside skill progression to ensure all children feel valued and motivated.

By implementing a structured and supportive PE assessment process, we aim to foster a lifelong love for physical activity while ensuring every child reaches their full potential in sport and movement.

EYFS assessment is completed termly through observations of pupils ability against the physical strand of the EYFS framework.

Role of Parents

The school aims to involve parents/carers in their children's learning as much as possible and to inform them when appropriate, of their child's progress in PE.

Parents/carers have the opportunity to meet with the child's class teacher at least twice a year at parents evening meetings and receive an annual end of year report at the end of the summer term. Information about their child's attitudes and achievements in PE is shared with parents/carers at these times. Parents are openly invited to attend sporting events and fixtures and encouraged to do so; in order to support their child in friendly and competitive situations.

Parents are expected to provide their child with a PE kit (socks, white t-shirt, plain black shorts, plain jogging bottoms, a school hoodie and a pair of trainers).

Role of the Subject Leader

The role of the Subject Leader is to provide professional leadership and management for a subject in order to secure high quality teaching, effective use of resources and high standards of learning and achievement for all pupils. They will achieve this by affecting the following areas:

- Strategic direction and development.
- Learning and teaching.
- Leading and managing staff.
- Efficient and effective deployment of coaches, staff and resources.

During the academic year the Subject Leader has specific allocated time for subject self-evaluation activities

Accident Procedure

There are trained first aiders present in every lesson; they will then follow set procedures for specific injuries.

Sports Premium Funding

For information about how the School spend the Sports Premium Funding, please see the P.E. section [on the school website](#)

Policy Monitoring & Review

The Head teacher and PE Subject Leader will monitor the effectiveness of this policy on a regular basis. The Head teacher and PE Subject Leader will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.