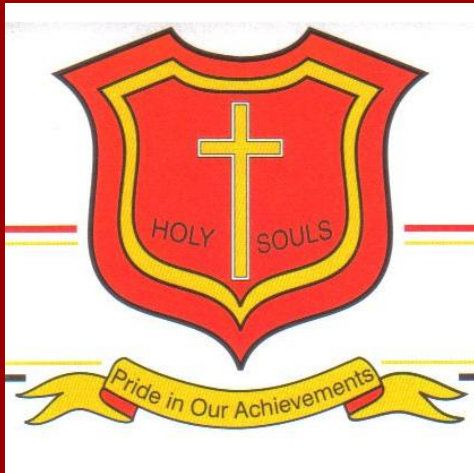


HOLY SOULS RC PRIMARY SCHOOL

Pride in our achievements



Vision Statement

Holy Souls School is a Catholic School where we share our life in Christ in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect. We remember that Jesus said, 'Treat others as you would like them to treat you'

Physical Education Policy

Date Agreed by Committee: 12/02/2026

Date Ratified by FGB: 26/03/2026

Review Spring 2029

Holy Souls RC Primary School

Policy Statement for Physical Education

This document is a statement of the aims, principles and strategies for the teaching and learning of Physical Education (P.E) at Holy Souls School RC.

It was developed during the Spring term 2023 through a process of consultation with staff and governors and reviewed in January 2026.

Mission Statement

“To love one another as I have loved you,” is at the heart of our Mission Statement. Holy Souls School is a place where we share our life in Christ, in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect and valued as a unique member of our school family. Holy Souls RC School is committed to providing a caring and safe environment for all pupils so that they can learn in a relaxed, safe and secure environment.

Intent

Our school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being. Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. We aim to promote an enjoyment and appreciation of the benefits of a healthy lifestyle, as well as supporting the children in their development of team building skills and values, including fairness and respect.

Our aims in teaching P.E. are that all children will:

- Be physically active and find enjoyment in physical activity.
- Find a lasting sense of purpose, achievement and fulfilment in physical activity.
- Develop physical skills, habits and interest that will promote healthy lifestyles and good posture.
- Develop positive attitudes to physical activity including perseverance, fair play and sporting behaviour and the ability to cope with success and failure.
- Learn how physical exercise affects the body.
- Understand the need for safe practice in physical activities and know how to achieve this.

- Evaluate how well they and others perform and behave against defined criteria suggested by the teacher and suggest ways of improving performance.
- Celebrate and take pride in their achievements.
- Be encouraged to work and play with others in a range of group situations.
- Develop communication and speaking and listening skills.
- To aim to embed a long-lasting, positive and attitude to physical literacy by helping children understand the meaning, enjoyment and value that physical activity and movement can bring.

Implementation

P.E. is the aspect of the curriculum concerned with the development of physical skills, knowledge of games' skills and an understanding of the importance of exercise in maintaining a healthy lifestyle. It is currently a Foundation subject in the National Curriculum.

The fundamental skills, knowledge and concepts of the subject are set out in "Physical Education in the National Curriculum", where these are categorised into six areas of activities:

1. Games
2. Gymnastics
3. Dance
4. Athletics (Key Stage 2 only)
5. Swimming (Key Stage 2 only)
6. Outdoor and Adventurous Activities

P.E. contributes to teaching in other curriculum areas. It may relate to topic work and can be incorporated into other lessons on a cross-curricular basis. Physical activity and movement are incorporated into other areas of curriculum by teachers in creative ways to help all children achieve the expected daily physical activity levels for children, alongside providing an inclusive and enjoyable way of teaching different areas of the curriculum. Additionally, there are elements of P.E. in PSHE programmes: team building activities and health related events.

The predominant mode of working in P.E. is co-operative group work or partner work, although individual work and class teaching are used where appropriate.

Within this structure:

- Groups are usually of mixed ability.
- Relevant discussion is encouraged.

- Adult support is provided where necessary.
- Differentiation is incorporated (by outcome, level of support, success criteria and different levels of challenge through the use of STEP).

In accordance with the Yearly Overview of PE through our PE passport app, each class teacher delivers 2 different PE units every half term. In addition to this, each class is allocated two half term slots throughout the year with specialist sports coaches from Blackburn Rovers FC to compliment and extend the range of skills available.

Lessons will be conducted in a safe, secure, supportive and disciplined manner. The pupils and staff should interact in a manner that demonstrates mutual respect. Pupils will learn rules, tactics and sporting etiquette for the various activities undertaken.

Early Years Foundation Stage

We encourage the physical development of EYFS children as an integral part of their work. 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 3-5 years of age. We encourage 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. Children learn the importance of good health and of physical exercise. They develop an understanding of the need for a healthy diet, as well as how to keep healthy and safe.

Throughout the year, our EYFS children are given the opportunity to learn to ride a bicycle from the 'Tots-to-tyres' programme from Blackburn Rovers coaches.

Key Stage 1

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

Pupils are 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

Our pupils continue to apply and develop a broader range of skills, learning how to use these in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports, as well as learning how to evaluate and recognise their own success.

Pupils are 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.
- In Year 6, the Outdoor Adventurous Activities curriculum is covered as a block during the annual residential at an outdoor activity centre.

Swimming and Water Safety

Swimming is taught in Year 5 for a full year. This ensures that the children are given plenty of opportunity to develop their swimming and water safety skills. Children are expected to attend sessions with appropriate swim wear. Goggles may be worn with written consent from parents.

During these sessions, our pupils are 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.

Extra-Curricular Activities

The school provides a wide range of PE-related activities at the end of the school day such as football, netball, dodgeball, dance, gymnastics, cricket and rounders. These encourage children to further develop their skills in a range of activities. The school sends details of the current club activities to parents at the beginning of each term. The school also participates in arranged tournaments and competitions through Blackburn Rovers Community Trust and the BwD School Sports Partnership. This introduces a competitive element to team skills and allows children to put into practise the skills they have developed in lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

Classes participate in the 'Mile a Day' challenge which takes place after regularly throughout the week. This promotes a healthy mindset and lifestyle for our children and provides strategies to cope with mental health.

During lunch times, our children have opportunities to develop physical skills by having access to P.E. equipment. Key Stage 2 classes have a timetable in place which allocates each year group a day where they can access the pitch to play sporting activities such as football or netball.

Equal Opportunities and Inclusion

We are committed in our Mission Statement to developing the talents of every pupil, regardless of their gender, race, ability or cultural background. We ensure that we plan to meet the needs of all our children by setting appropriate learning challenges and responding to pupils' diverse learning needs. In our access plan we aim to overcome any physical barriers, which may cause an obstacle to learning.

Special Education Needs and Disabilities (S.E.N.D.)

Pupils with Special Educational Needs and Disabilities are able to develop confidence and express their feelings in P.E., as it is a subject in which success does not depend on academic ability. Activities can be differentiated to allow the more able child to be challenged by extending the specific task and the less physically able child can be encourage to achieve success by breaking down the task into simple progressive stages and adapting learning objectives and success criteria, where

necessary, to meet individual needs. Achievement is possible for all children and will be celebrated by the school.

Health and Safety

Consideration of Health and Safety is of paramount importance in this subject. Staff are responsible for the health and safety of themselves and the children where appropriate risk assessments are carried out. We also encourage the children to consider their own safety and the safety of others at all times.

Safety is emphasised by the following:

- The need to wear correct clothes, as stated in our school prospectus. For pupils this is black pumps, black shorts and the red/black school T-shirt. Tights should not be worn under any circumstances. Staff should wear suitable footwear and clothes to allow freedom of movement. For Key Stage 2, a set of trainers should also be in school for the Mile A Day task and for PE lessons that take place outdoors.
- No jewellery should be worn and long hair should be tied back.
- A suitable safe environment should be created so that children know the safe boundaries of the P.E. area being used.
- Children should be shown how to lift, carry and place heavy equipment.
- A warm up and cool down recovery period should be an integral part of the P.E. lesson.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the P.E area, which is based in the 'Bright Sparks' room and this is accessible to children only under adult supervision. The hall contains a range of large apparatus and we expect the children to help set up and put away this equipment as part of their P.E. lesson. The children use the school playground for lessons. If any resources are missing or found to be damaged, the PE Leader should be informed as soon as possible so that such items can be repaired or replaced.

Monitoring of Impact

We follow the Lancashire Scheme of Work for both KS1 and KS2. When children leave the EYFS and enter KS1, the scheme suggests that the first half term of Year 1 is used for a Fundamental Skills Baseline Assessment (refer to Key Stage 1 section). This allows us as a school to identify the

skill level of each child. Throughout Key Stage 1 PE, these fundamental skills will continue to develop through the units of Games, Dance and Gymnastics until they are formally reviewed again at the end of Year 2 when our children are finishing Key Stage 1. This data will be passed onto the Year 3 teacher for when these children enter Key Stage 2 to highlight children who need additional support with specific fundamental skills. These skills are of vital importance as Key Stage 2 begin to apply these skills into sport-specific activities and the development of tactics takes place.

During lessons, formative assessment is used to guide the progress of individual children in PE. We use the PE passport app to track and monitor this throughout the year. Suitable tasks for assessment include:

- Practical task directly observed by the teacher.
- Small group work discussions related to a practical task.
- Specific assignments for individual pupils.
- Individual discussions in which children are encouraged to appraise their own work and progress.
- Constructive and positive peer assessment. This provides children to reflect on the good practise of their peers. This also reinforces celebrating talents and achievements.

There is formal assessment in PE. Teacher assessment is used with examples of achievements, such as awards being placed in childrens' Record of Achievements.

Role of the PE Leader

- To prepare an annual development plan to feed into the School Development Plan.
- To take a lead in policy development and organisation of the P.E. curriculum.
- To support colleagues in the implementation of plans and assessment activities.
- To monitor the progress of the P.E. curriculum and advise the Head teacher on action needed.
- To take responsibility for the purchasing and ordering of resources.
- To organise extra-curricular activities for both Key Stage 1 and Key Stage 2.
- To enter the school into sporting competitions and tournaments.
- To keep up to date with the developments in the P.E. curriculum and disseminate information to colleagues as appropriate.