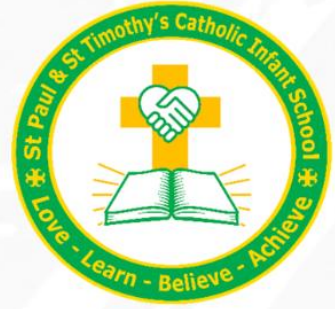




LOVE-LEARN-BELIEVE-ACHIEVE
IN SPIRIT OF JESUS

Physical Education Policy

September 2026



St. Paul and St. Timothy's

Catholic Infant School

Mission Statement

Love, Learn, Believe, Achieve

At St. Paul and St. Timothy's Catholic Infant School we celebrate the individual differences and gifts that God has blessed each and every one of us with.

*Education "is about forming the human person, equipping him or her to live life to the full."
The Catholic ethos, "needs to inform every aspect of school life." (Pope Benedict XVI)*

We believe each new day brings the opportunity to express our love for God and one another. We provide a supportive, yet challenging, learning environment where each individual is able to develop their abilities and gifts. Our school is a place where children and adults can express their belief in God; develop belief in themselves and others. We believe everyone in our school community can achieve, whatever their ability. Each achievement is as unique as each individual and all are celebrated. We aspire to equip all in our school community to proclaim the Good News and "live life to the full".

Physical Education Policy

Introduction

This Physical Education (PE) policy outlines the purpose, aims, and guiding principles for delivering high-quality PE at St Paul and St Timothy's Catholic Infant School. Its purpose is to ensure that all pupils in Key Stage 1 experience a broad, balanced, and progressive PE curriculum that nurtures their physical development, encourages healthy lifestyles, and promotes positive attitudes towards physical activity in line with our school's commitment to supporting all children. This policy provides clear guidance for staff on planning, teaching, assessing, and safeguarding within PE so that provision is consistent, inclusive, and reflective of the caring, aspirational ethos of St Paul and St Timothy's.

The policy is fully aligned with the National Curriculum for Physical Education at Key Stage 1, which requires schools to help children develop fundamental movement skills, build confidence and competence, and take part in a wide range of physically demanding activities. In meeting these national expectations, our PE curriculum enables pupils to master basic movements (including running, jumping, throwing, and catching), participate in simple team games, apply basic tactics, and explore movement through dance and gymnastics. At St Paul and St Timothy's, we ensure that PE is taught in a way that reflects our Catholic values, encourages cooperation and respect, and provides every child with the opportunity to succeed and enjoy being active.

Aims of the PESSPA (Physical Education, School Sport and Physical Activity programme)

At St Paul and St Timothy's, our aims through teaching P.E are to:

- Deliver high-quality physical education in line with the National Curriculum requirements and the Department for Education's guidance, which recommends a minimum of two hours of PE per week and equal access for all pupils.
- Support pupils in meeting Chief Medical Officers physical activity guidelines, encouraging at least 60 minutes of moderate to vigorous activity daily.
- Promote whole school child development, ensuring P.E contributes to physical cognitive, social and emotional growth. This aligns with the Whole School, Whole Child (WSCC) framework and Ofsted's pillars of progression.
- Foster lifelong engagement in physical activity by developing confidence, resilience and personal responsibility, supporting pupil's well being and readiness for learning.

Curriculum Implementation

KS1

At St Paul and St Timothy's Catholic Infant School, we are committed to providing high-quality Physical Education (P.E) that supports the physical, social and emotional development of all Key Stage 1 pupils. Our PE curriculum is carefully planned and

sequenced through the Getset4pe scheme which ensures progression in fundamental movement skills, physical literacy and confidence, in line with the National Curriculum for PE.

Lessons are blocked in units of work to promote greater depth of understanding developing skills, contextual application of these skills and the ability to perform reflectively.

- All pupils in Key Stage 1 receive a minimum of 1.5 hours of PE each week, delivered in two sessions.
- While this exceeds statutory minimum requirements, we aim to provide opportunities for pupils to engage in at least 2 hours of physical activity per week, in line with the Department for Education (DfE) recommendation, through a combination of PE lessons, active playtimes and extracurricular opportunities.

EYFS

In Reception, physical development is promoted through planned PE lessons, structured play and daily access to outdoor learning. Children are offered a range of activities that support the development of gross and fine motor skills, including dance, movement, games and manipulation of tools. Staff create a safe, stimulating environment that encourages children to develop coordination, strength and control while learning how to care for their bodies and make healthy choices. Physical activity is embedded across the day and adapted to meet individual needs and abilities.

Planning the Physical Education (PE) programme

All our P.E lessons are planned and structured through the Getset4pe scheme to contribute to safe learning situations, we think through the following process:

- This is what I want students to learn. This is how I plan for learning to take place, and is the learning experience safe?
- Pupils' learning needs are assessed against our scheme of work where safe practice is embedded in the learning process and implemented in every lesson.
- Each unit of work will be adapted by individual teachers to provide appropriate challenge for all pupils.
- The learning objectives are made clear to pupils at the beginning of each lesson and revisited throughout the session.
- Where appropriate, pupils are taught some of the mental health and social benefits of participating in physical activity.

- Each lesson includes a warm-up and cool down relevant to the main activity and learning environment/weather conditions and all pupils should be physically active for a sustained period of time in every lesson.

Time Allocation

At St Paul and St Timothy's, pupils in Key Stage 1 receive a minimum of 1.5 hours of PE each week. We also provide opportunities for pupils to engage in active playtimes and extracurricular opportunities.

A timetabled lesson is used strategically to teach all pupils the important knowledge they need to make informed decisions about how to live a healthy and active life. A timetable showing when each class is either outside or indoors is displayed in each classroom.

Time allocated for PE is not sacrificed to provide additional interventions or help pupils.

Pedagogy and Assessment

At St Paul and St Timothy's, assessment is an integral part of the teaching process.

Formative Assessment strategies

- Children are assessed against a set of objectives for each unit or element of P.E. Each unit is designed to build on previous teaching and key skills, and each lesson has a key objective for children to develop.
- Assessment is on-going throughout each unit and the use of questioning, observation and peer feedback is used to gauge understanding.

Summative Assessment strategies

- End of unit evaluation aligned to curriculum objectives.
- Assessment of both declarative knowledge (what the pupils know) and procedural knowledge (what pupils can do).
- At the end of the year, EYFS and KS1 participate in Sports Day where parents are invited to support their children and for the children to demonstrate their skills.

Use of Technology

- Digital portfolios to track progress and showcase performance
- Video analysis for feedback and self-reflection

“Staff will use ICT tools such as video recording to support feedback and create pupil portfolios that demonstrate progression over time”.

Recording and Reporting

We record pupils’ progress and track how they are doing against national expectations through our scheme, Getset4pe.

We gather evidence of children’s learning in a range of ways, including recording, photographs and key questioning. This evidence is uploaded to Earwig, where it is organised and shared to show each child’s progress over time.

Monitoring standards of teaching and learning

Subject monitoring and evaluating is carried out by the subject leader with support from the school leadership team where appropriate. The school will utilize the following strategies and measures in order to evaluate standards in PE:

- Observation of teaching and learning, including support staff, to assist in the identification and strengths and development needs
- Assessment of pupil progress and achievement
- Pupil voice
- Self-evaluation of the subject
- CPD opportunities for staff

Extra-curricular Activities

When possible, a range of physical activity clubs and sporting opportunities are made available during and after school. These activities are aligned to the PE curriculum so that children can continue to practice and develop the skills taught in lessons.

Opportunities include a balance of competitive and non-competitive events, as well as intra-school competitions that encourage friendly challenge within the school community.

All activities promote positive character and values, including fair play, respect and teamwork, helping children build confidence and enjoy being active.

Daily Physical Activity

Daily physical activity is encouraged throughout the school day to support children's physical health, concentration and overall wellbeing. Movement is built into everyday routines so that pupils stay active beyond their timetabled PE lessons.

At playtimes, the playground is split into designated zones, which may include areas for the bikes, the climbing frame, skipping ropes, ball games and a basket ball zone. These zones help children engage in a variety of activities safely and confidently.

Active travel is further promoted through participation in Travel Trackers, encouraging children to walk, scoot or cycle as part of their daily routine. Bike racks are available for pupils who travel actively to school.

Active Lunchtimes

Active lunchtimes aim to make break times structured, active and inclusive, giving all children the opportunity to be physically active and develop skills.

PE Ambassadors act as young leaders, helping to organise games and activities for their peers.

Staff Development

At St Paul and St Timothy's we ensure that all staff have the knowledge and confidence to deliver safe, inclusive, high-quality PE with ongoing CPD opportunities.

Leadership and Governance

The subject leader oversees curriculum design, monitors teaching, and ensures alignment with national standards. The Senior Leadership Team (SLT) allocates PE and Sport Premium funding and evaluates its impact, while governors review the PESSPA policy annually and monitor pupil participation data.

Support Staff and External Coaches

Support staff and external coaches contribute to safe, high-quality PE provision through clearly defined roles and safeguarding procedures. All coaches must have enhanced DBS checks. External coaches deliver specific sessions under teacher supervision, with teachers remaining responsible for pupil welfare. Coaches are expected to model positive behaviour and uphold school values in activities.

Equality, Diversity and Inclusion

Goal – ensure every pupil can access and enjoy PESSPA regardless of ability, background or culture.

Key commitments:

- **Inclusive practice** – adapt activities using the STEP (space, task, equipment, people) for SEND pupils.
- **Cultural sensitivity** – allow religious clothing adaptations (e.g. sports hijabs) while maintaining safety.
- **Gender equality** – mixed gender teams and equal access to competitive sports.
- **Language & communication** – use visual aids and simplified instructions for EAL learners.

Health and Safety

At St Paul and St Timothy's we ensure all PESSPA activities comply with national guidance and emergency procedures.

Key actions:

- **Risk assessments**- ensure they are updated.
- **Emergency procedures** – staff trained in first aid and concussion protocols; emergency exits clearly marked.
- **Safe environment** – regular inspection of playing surfaces and removal of hazards.
- **Weather adaptations** – when possible, move outdoor lessons indoors during extreme heat or icy conditions.
- **Equipment safety** – all apparatus checked before use; damaged items to be removed immediately.
- **Pupil briefing** – safety rules explained at the start of every session.

Risk Assessment/Managing Risk

Goal – Keep all PESSPA activities safe through proactive checks and clear protocols

Key Actions:

- **Regular risk assessments** – termly audits of PE equipment and playing surfaces
- **Pre -activity checks** – Teacher inspect apparatus before gymnastics lesson

- **Incident management protocol** – staff follow correct procedures for injuries, including concussion
- **Dynamic risk management** – modify activities during extreme weather conditions
- **Documentation & review** – record all incidents and review risk assessments after events or accidents

Concussion Management

- **Goal** – protect pupil health through clear identification, management and return to play protocols.
- **Medical care** – seek professional assessments as soon as possible.
- **Parental notification** – inform parents promptly and provide written guidance on monitoring symptoms at home.
- **Awareness & training** – Annual staff meeting includes concussion signs and symptoms review.

PPE (Personal Protective Equipment) in PESSPA

Goal – Ensure pupils and staff use appropriate protective equipment for safety.

- **Communication with parents**; e.g. annual newsletter and website update explaining PPE expectations for extra-curricular activities.
- **Quality Assurance** – staff decide if sessions need modification when pupils lack required PPE.

Physical Contact

Goal - Ensure safe, appropriate contact during PESSPA activities.

- **Clear boundaries** – physical contact only when necessary for safety or instruction (e.g. spotting in gymnastics).
- **Safeguarding first** – Always explain why contact is needed and seek pupil consent where appropriate.

- **Professional Practice** – Use verbal cues before any corrective touch; avoid unnecessary contact.
- **Inclusive approach** – Adapt methods for pupils with SEND or cultural sensitivities e.g. use visual demonstrations instead of touch.
- **Training & awareness** – Annual safeguarding refresher for all staff and external coaches.

Weather Conditions

Goal – keeping pupils safe and comfortable during outdoors PESSPA activities

- Pupils should wear sufficient and appropriate clothing for the weather conditions to minimize the likelihood of injury or hypothermia in cold conditions and illness or heatstroke in very hot conditions.
- Hot Weather – Parent/carers reminded to apply sun cream and hats required for outdoor PE.
- Cold Weather – Pupils allowed extra layers or coats if safe. Encourage thermal base layers for winter lessons (outdoors).
- Communication – Information shared with parents via Parent App when needed.

PESSPA Clothing and Footwear

Goal – Ensure pupils wear clothing suitable for activity, environment and weather.

- **Indoor session** – examples, T-Shirt, shorts and non-marking trainers for PE lessons, for gymnastics children will be barefoot.
- **Outdoor sessions** – Tracksuit, sports top and trainers with good grip for field activities.
- **Weather Adaptations** – Hats and sun protection in hot weather; thermal layers or coats.
- **Hair & Safety** – Long hair tied back with soft bands to prevent entanglements or vision obstruction.

Religious and Cultural Clothing

To maximize safe and meaningful participation, the staff at St Paul and St Timothy's will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements.

Clothing for PESSPA – Staff

- **Importance of correct attire** – staff clothing should match the activity for safety and professionalism.
- **Full change recommended** – sports kits for indoor/outdoor PE.
- **Minimum requirement** – change footwear and remove jewelry if full change isn't possible.

“Staff will always wear appropriate sports clothing when teaching PE. If changing fully is impractical, staff must at least wear suitable footwear and remove jewelry”.

Personal Effects, including Jewellery and Cultural or Religious Adornments

“To ensure safety, pupils must remove jewelry and personal items before PE. If removal is not possible, staff will adapt activities to maintain participation without compromising safety”.

Children must remove personal effects, including jewelry, religious artefacts, watches and sensory aids to ensure safe participation in PE. Ongoing risk assessments are carried out so activities can be adapted when necessary to avoid excluding any pupil. Parental disclaimers or indemnities hold no legal status, and the school retains full duty of care for all children during PE activities.

Changing Provision

Children currently attend school in their PE kits; therefore, there is no need for pupils to change into a separate kit for lessons. If this arrangement changes in the future, parents will be notified and the policy will be updated to reflect the new requirements.

Equipment and Resources

Goal – ensure safe, organized and age- appropriate PESSPA activities.

- **Storage** - main equipment in PESSPA cupboard
- Smaller items are stored in hall
- **Catalogued list** – available from PESSPA subject lead
- **Reporting** – Any damage or loss of equipment should be reported immediately to PESSPA subject leader
- **Safety** – Pupils are encouraged to look after resources e.g. return items tidily to correct place (with staff supervision)

Policy completed by: *A. Moore* (PESSPA subject lead)

Date: 1/6/26

Policy agreed by: J Griffin

Date: 1st July 2026

Governor: *A. O'Brien* (A.O'Brien)

Date: 30th June 2026