

GUARDIAN ANGELS' RCPS PHYSICAL EDUCATION POLICY

Policy approved by: Governors	Date: March 2026
Last reviewed: March 2026	
Next review: March 2028	

Mission Statement

We follow in the footsteps of Jesus to love, learn and grow.

Our Own Grown Curriculum

Our own grown curriculum provides every child with a Catholic education based on the life and teachings of Jesus Christ in which our schools Mission Statement and the Gospel Values underpin all aspects of school life.

We recognise and celebrate that every child is made in the image and likeness of God. Our curriculum is inclusive and meets the needs of every child in our school.

We have grown a curriculum that is progressive and sequential, creative, challenging, fun and enriching. The curriculum provides every child with the knowledge, skills and experiences to become excellent lifelong learners and equip them to embrace the diverse and ever-changing world that we live in.

Purpose of this Policy

This policy reflects the aims and values of Guardian Angels' RCPS. It ensures all stakeholders, including staff, governors, parents and children, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment.
- Demonstrate adherence to the National Curriculum objectives and guidelines.
- Provide clear information to parents and carers about what their children will be taught.
- Allow the governing board to monitor the curriculum.

Our Vision

At Guardian Angels' we believe that offering a high-quality, physical education curriculum inspires our children to excel and succeed safely in a broad range of physically demanding activities. We aim to provide a clear sequence with progression of declarative knowledge and procedural skills from Nursery – Year 6 which is revisited over time to embed for depth learning.

We inspire to support our children's daily journey through health and fitness and provide them with opportunities to become physically competent and confident, for sustained periods of time.

It is our vision to engage our children in competitive sport and physical activities at all ability levels, regardless of their ethnic origin, gender, social background or SEND, to help build character and embed values such as good sportsmanship and respect, which will last beyond their primary years.

Aims and Outcomes

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities

- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

By the end of Year 6, children should also have had opportunity to:

- develop the interpersonal qualities of tolerance, patience, discipline, taking turns and perseverance and teamwork.
- develop competence and confidence in various physical activities via high quality teaching and assessment.
- develop an understanding of how to succeed in a range of physical activities and how to evaluate their own success.
- follow the conventions of fair play and honest competition.
- foster community links within local high schools, sporting associations and local primary schools.

Attainment Targets

By the end of each key stage, children are expected to know, understand, and apply the matters, skills and processes specified in the appropriate programme of study.

EYFS – Early Learning Goals

Physical Development is a core area in the EYFS framework where pupils build on blocks of fundamental skills through practice, refinement and revisiting.

Teachers will provide a best-fit judgement about a child's development, and their readiness for Year 1.

Main areas of learning:

- Personal, social and emotional
- Physical Development
- Communication and language

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Fundamental Movements - Move energetically; such as running, jumping, dancing, hopping, skipping, and climbing (speed and direction.)

Managing Self

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Building Relationships

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Self Regulation

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Fine Motor eg pencil holding / small tools

Oracy and Language is key to understanding / following instructions

Key stage 1

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

- Pupils should continue to apply and develop a broader range of skills, learning how to use them 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 and learn how to evaluate and recognise their own success.
- Pupils should be taught to:
 - use running, jumping, throwing and catching in isolation and in combination
 - play competitive games, modified where appropriate
 - apply basic principles suitable for 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 both individually and within a team
 - compare their performances with previous ones and demonstrate improvement to achieve their personal best.

- All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught 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.

We offer a 'top-up' programme to those pupils who are not yet working at the expected level.

Teaching and Learning in PE

In EYFS, children have access to one, teacher-led PE lesson each week (1 hour). In KS1 and KS2, each class is timetabled two physical education lessons per week, meeting the DFE's recommendation of 2 hours. Staff access regular CPD via team teaching with an external sports coach. Practical lessons may be modified due to hall restrictions / dangerous weather conditions and classroom theory-based lessons and/or alongside the use of digital teaching support tools, will support teaching as appropriate.

PE is planned via the long term overview. Medium term plans cover more detailed learning foci which include the progression of declarative knowledge and procedural skills required, which we link to key sports (mirroring the Bury competition offer where possible.) We also ensure SAQs / ABCs are taught to ensure pupils have the endurance and stamina required for team games, combined with subject specific vocabulary and rules which are taught explicitly with discussion of strategies and tactics. Adaptations are used to support the needs of all learners via scaffolding / modification and pupils are taught about 'healthy participation' with clear feedback on how to improve.

We incorporate the AfPE Model (Head / Hands / Heart) at the centre of every lesson for reflection and focus on developing the whole child. This supports staff to embed 'sticky knowledge' visually – we recap prior learning which can be built on over time.

Trips and Visitors

Class Teachers plan trips and invite visitors into school to enable children to further immerse themselves in the subject and gain a deeper understanding of what they are learning. We also have regular access to forest school and our local allotment.

We are committed to recognising the importance of physical activity of children outside the curriculum. The school offers active break and lunchtimes for all pupils, facilitated by play leaders, staff and coaches. We offer a wide range of after school activities for all pupils to access throughout the academic year. We believe that links with local sporting clubs and organisations and the provision of extracurricular activities organised by the school is a positive experience.

Children are given opportunities to represent Guardian Angels' RCPS in various sporting events, at all ability levels, and are provided with opportunities for skill development sessions run by local sporting clubs. This is tracked accordingly which enables us to monitor our offer to all pupils.

Sporting role models locally and from around the world are celebrated within our curriculum.

British Values with sporting traditions and cultures are observed. Pupils are taught to understand the importance of British citizenship and fundamental values such as respect and mutual acceptance of difference through exposure.

We link themes in line with national events eg Paralympics, World Cup, Commonwealth Games, Wimbledon to bring awareness.

PE Curriculum Overview

Year Group	Learning Journey 1	Learning Journey 2	Learning Journey 3	Learning Journey 4	Learning Journey 5	Learning Journey 6
	Autumn		Spring		Summer	
EYFS						
Nursery	SAQs / ABCs Fundamental Movements; ball skills	Multiskills	Dance	Gymnastics	Field	Athletics
Reception	SAQs / ABCs Understanding Space	Multiskills	Dance	Gymnastics	Field	Athletics
	Fundamental Movements; ball skills	Dodgeball				
Key Stage 1						
Year 1	SAQs / ABCs – developing movement	Gymnastics	Dance	Netball	Athletics	Table Tennis
	Basketball			Dodgeball		Football
Year 2	SAQs / ABCs	Gymnastics	Dance	Netball	Athletics	Tennis
	Basketball			Dodgeball		Football
Key Stage 2						
Year 3	SAQs / ABCs	Gymnastics	Swimming Dance	Orienteering	Athletics	Rounders
	Basketball	Hockey	Netball	Football	Tennis	Cricket
Year 4	SAQs / ABCs	Netball	Swimming	Orienteering	Athletics	Rounders
	Basketball	Hockey	Dance	Football	Tennis	Cricket
Year 5	SAQs / ABCs	Netball	Dance	Orienteering	Athletics Bikeability	Rounders
	Basketball	Hockey		Football	Tennis	Cricket
Year 6	SAQs / ABCs	Netball	Dance	Orienteering	Athletics	Rounders

	Basketball	Hockey		Football	Tennis	Cricket
				Swimming- Top Up Programme		

Cross-Curricular Links

PE shares links with the following subjects:

- English: development of literacy skills through language and communication
- Maths: analysing numerical data and understanding chronological terminology, plotting, problem solving, challenge
- RE: deeper understanding of different religions and their influence
- Computing: use of the internet for research, data handling and presentation of written work
- Geography: reading maps, directional language, 4pt compass, codes
- PSHE: learning the rule of law
- Spiritual, moral, social and cultural (SMSC): encourages empathy towards other cultures and religions, and reflection on moral issues

Assessment

At Guardian Angels', assessment enables staff to understand what children have learnt before, what they need to learn now and what they will learn next.

Formative assessment

Formative history assessment is ongoing and will be used to inform teachers in relation to their planning, lesson activities and adaptations.

Summative assessment

Summative assessment is completed termly, based on the historical knowledge and skills that the medium-term plan requires as a key focus.

At the end of each school year, children will be assessed within one of the following bands:

- Pre-Key Stage (PKS)
- Working Towards the curriculum (WT)
- Working at Expected (EXP)
- Working at Greater depth (GDS)

Marking

Children receive regular oral feedback and follows the school's marking policy.

Recording of children's learning

In PE, pupils; learning will be monitored in the following ways:

- Video story at the beginning and end of a topic aiming to show progress over time
- Photo evidence on the school website / Instagram.
- Reception-Individual Learning Journey; this may take the form of photographs, pictures, notes or written work, and may be worksheet-based or fully independent.
- Use of Seesaw

Roles and responsibilities

Headteacher

The Headteacher will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Teachers

Class teachers will:

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

Pupils

- Pupils will be encouraged to make decisions.
- Pupils will be given responsibility for equipment (where appropriate).
- Pupils will be responsible for group organisation and at times their own learning.
- Pupils will be encouraged to practice and repeat movements in order to improve efficiency and the quality of their performances.
- Sports Leaders will be selected each term to take on extra responsibilities within PE lessons, developing leadership skills.

Inclusion

Teachers set high expectations for all children in PE. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able children
- Children with low prior attainment
- Children from disadvantaged backgrounds
- Children with special educational needs (SEN)
- Children with English as an additional language (EAL)

Teachers will plan lessons so children with SEN and/or disabilities can study PE, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will adapt and modify their planning and resources to meet the needs of each child.

Teachers will also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support them to take part in PE.

Resources

All teachers have access to centrally stored PE resources, which are checked and replenished regularly to ensure that they meet health and safety requirements. Equipment is assessed annually via Playsound Inspections Co Ltd.

PE Kit

All children are required to arrive at school wearing their PE kit with trainers in line with their class timetable which allows for increased teaching and learning time. Staff will also wear kit / trainers as good practice. Spare kit is stored in school for those without and Pupil Premium have kit provided.

We recommend boots to be worn with shin pads for football sessions on the field.

Under no circumstances, should the children wear skirts, tights or socks on apparatus, as this can be dangerous. Children should only be excused from PE lessons with the agreement of the Executive Headteacher. In these circumstances, the child should participate via a leadership/umpire role where appropriate.

Hair must be tied back, no jewellery is permitted (including watches/ 'fitbit' monitoring trackers.) Staff must not removed earrings. Tape may cover new piercings or 'retainer' studs used if required.

Guardian Angels' kit is available to be purchased online via local supplier 'Macron'.

This consists of:

- Blue t-shirt school logo optional
- Blue shorts - school logo and matching socks optional
- Trainers (velcro preferable for EYFS and KS1)
- Additional (optional) items available include; midlayer sweater / jogging bottoms for cold weather.

<https://www.macronsports.co.uk/guardianangels>

Health and Safety

- Risk Assessment - on entering the physical education area, the coach must check that it is free from obstructions and anything that may impede the activity e.g. rubbish, hall furniture, clothing, displays.
- Hall apparatus equipment is annually checked (Playsound Inspections Co Ltd) to ensure that it is safe. If any piece of equipment is un-safe, the health and safety officer will be informed. Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
- Outdoor PE should not go ahead during adverse weather conditions and indoor provision made.
- If staff are accompanying children on 'out of school' sporting activities they need to ensure the appropriate paper work has been completed and logged using 'Evolve'.
- Concerns are logged using 'Edaware'.
- Staff are up to date with 'Keeping Children Safe in Education' guidance.

- Coaches are qualified to a minimum of Level 2 and are DBS checked.
- Staff are First Aid trained, we use AfPE – Safe Practice; in Physical Education, School Sport and Physical Activity and are members School Games / BJSSA
- Children are encouraged to develop their own abilities to assess risks (supported with timetables session in our forest school with links to SEMH).
- Good class control is fundamental to safety.

First Aid

Equipment is available (Office) and staff should be aware to call the designated first aider in the event of an accident (Staff Room). The Sports First Aid Kit should be taken to all away venues. Inhalers for children suffering from asthma and adrenaline auto-injector for children with allergies must be readily accessible and taken to all PE lessons and competitions.

PE and School Sport Premium

Our annual expenditure is published on our school website. Our aim is to use it to enhance our provision with impact on our children and sustainability at the core.

<https://guardian-angels-roman-catholic-primary-school-bury.secure-primarysite.net/pe-and-school-sport-premium-1/>

Links to other policies

This subject policy links to the following policies and procedures:

- Curriculum policy
- Assessment policy
- Marking and Feedback policy
- Learning and Living Differences (SEND) policy
- Teaching and Learning policy

Monitoring and review

This policy will be reviewed by staff and governors every two years.