



Saint Michael Catholic Primary School
Physical Education Subject Policy

Mission Statement:

Excellence • Enrichment • Enjoyment

September 2025

Date for review: September 2026

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1. Aims

Intent - What are we trying to achieve?

At Saint Michael's, we believe Physical Education (PE) teaching is important because PE develops the children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities and competitive sport. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable children to make informed choices about physical activity throughout their lives. We aim for all our pupils to enjoy sport and physical activity and feel the benefit of both, through positive mental and physical well-being.

Implementation – How is the curriculum being delivered?

We have developed a bespoke curriculum which fully meets the national curriculum programme of study for PE. This is divided into the stands of: healthy mind, acquiring and developing skills, applying skills and using tactics, evaluating and improving performance and swimming.

Each year group has curriculum objectives to teach in PE lessons set out in a Progression Map showing a progression in knowledge, skills and understanding throughout the school.

We use a variety of teaching and learning styles in PE lessons. Our principle aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work. In Key Stage 1, class teachers teach PE and in Key Stage 2, our PE subject leader and specialist teacher teaches PE across the classes.

In Key Stage 2, children will be introduced to the national curriculum programme for swimming. The children will have intensive swimming lessons spanning a two-week period in which they will be introduced to the key strokes and safe self-rescue. By the end of Year 6 a St Michael's swimmer will be able to competently and confidently swim 25 meters.

A Curriculum Map shared on the school's website enables parents to support their child's learning at home. This curriculum map gives details of the PE topics taught each term across the school. The PE subject leader devised this plan in conjunction with the Spelthorne Competition Programme so it prepares the pupils to take part in local competitions.

Our PE curriculum is enriched through a wide range of after school clubs and teams that take part in competitive sports. We aim to offer a wide range of opportunities as well as traditional sports. Some sports clubs are led by staff, others are led by specialist coaches.

The positive profile of PE is enhanced by our Sports Crew. They are a group of Year 2 to Year 6 pupils that are trained to promote physical activity at playtimes, organise inter-house tournaments and write a termly newsletter for pupils and parents.

Teachers will create a Planning Overview, which is supported by GetSet4PE, tailored for their pupils and differentiated appropriately so that all pupils are challenged to meet or exceed age-related expectations.

Teachers will assess pupils against the curriculum objectives throughout the year through the use of video evidence, where appropriate, to capture evidence for their assessments. We do not expect written work to be produced in PE.

Impact - What difference is the curriculum making?

Our PE curriculum enables our pupils to develop and explore physical skills with increasing control and coordination. We value sport and competition and so do our pupils. We are very successful in the tournaments and competitions we enter. Our pupils love sport and understand that it is important to stay active and healthy.

Physical Education will promote the pupil's spiritual, moral, social and cultural development by the opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work enables them to develop respect for other children's level of ability and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other and develop a better understanding of themselves and each other.

Physical Education will promote British Values by promoting rules and discipline and a sense of fair play.

Physical Education will help pupils develop a Growth Mindset by teaching the children about self-discipline and that to be successful you must work hard, show resilience and have a growth mindset that anything can be achieved if you put your mind to it.

Pupils work will be marked and assessed in accordance with our Feedback and Assessment Policy.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all Voluntary Aided schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

Pupils must not wear earrings or any other jewellery during PE lessons. They should be encouraged not to wear earrings or jewellery to school on the day they have PE or the pupil should be able to remove the earrings themselves before the lesson. Adults should not remove earrings for the children. The use of tape does not protect a child from injury so pupils should not wear tape over their earrings.

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements

At least 10% of the curriculum is dedicated to Religious Education

Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board

Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum

They manage requests to withdraw children from curriculum subjects, where appropriate

The school's procedures for assessment meet all legal requirements

The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing board is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Subject Leader

The subject leader is responsible for leading and managing their subject. They will ensure that:

They create a Subject Leader Action Plan, which forms part of the School Improvement Plan. The Subject Leader Action Plan outlines the key actions and success criteria for each academic year.

The Subject Leader Action Plan is shared with governors once a year so that they have the opportunity to scrutinise subject leaders.

The attainment and progress of the pupils across the school are analysed at least three times a year and feedback to governors is given once a year.

Staff are confident in teaching their subject across the school. They will offer support, guidance and arrange training when needed.

Resources to support teaching, learning and assessment are in place for their subject. They will need to manage their allocated budget so that the actions set out in the Subject Leader Action Plan and School Improvement Plan can be met.

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious goals and plan challenging work for all groups, including:

More able pupils

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

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

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

5. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Meeting with subject leaders*
- *Interviewing pupils*
- *Scrutinising parent, staff and pupil surveys*
- *Visiting the school to monitor the quality of teaching and audit the books*
- *Attending the School Improvement Evening where all subject leaders share their subject action plans*

Subject leaders monitor the way their subject is taught throughout the school by:

- *Conducting learning walks*
- *Observing lessons*
- *Professional dialogue with staff*
- *Interviewing the pupils*
- *Ensuring that staff are trained*

Subject leaders monitor the way their subject is taught throughout the school by also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the subject leader. At every review, the policy will be shared with the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Feedback and Assessment Policy
- SEN policy
- Marking policy