

St. Mary's CE Primary School, Davyhulme

Physical Education and School Games Policy

All the activities in St Mary's School are carried out in the Christian spirit and should promote the school values of Faith, Family and Future – Building a positive future for all as part of God's loving family.

St Mary's School prides itself in providing equal opportunities for all members of its family regardless of disability, religion, sexual orientation, culture, gender, ethnic origin, colour or age. All pupils have access to the English curriculum, and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

This policy should be read in conjunction with the Teaching, Learning, Curriculum and Assessment Policy, and Marking and Feedback Policy

Intent

1. To provide a high-quality physical education curriculum which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.
2. All children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum
3. To provide opportunities for pupils to become physically confident in a way which supports their health and fitness.
4. To enable children to develop progressively across different domains- physically, cognitively and socially and emotionally
5. To provide opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect.
6. To encourage children to lead healthy, active lives.
7. To provide children with strategies that support positive health and well-being, both physically and mentally.

Implementation

The areas of physical activity (games, gymnastics, dance, athletics, swimming and outdoor activities) are set out in the Foundation Stage Curriculum and National Curriculum 2014. The P.E. curriculum at St Mary's C.E. Primary is based on these requirements and is detailed on the curriculum overview planner.

St Mary's C.E. Primary has adopted P.E. Passport as a supporting tool for the teaching of skills in PE.

All children will receive two hours of high quality Physical Education each week regardless of the weather or other external factors.

Each year group will learn P.E. in accordance with the long term planning. This will ensure continuity and progression through school.

Areas of activity

Games (EYFS)

Pupils should be taught:

- Spatial awareness
- Basic motor skills
- Co-ordination and control

- Aiming, predicting and estimating

Dance (EYFS)

Pupils should be taught:

- Using their imagination in art, design, music, dance, imaginative role-play and stories

Gymnastics (EYFS)

Pupils should be taught:

- Travel around, under, over and through balancing and climbing apparatus

Games (KS1 and KS2)

Pupils should be taught:

- Simple competitive games
- A variety of ways to send, receive, strike and travel with/without a ball
- Games which include running, chasing, dodging, avoiding and awareness of space and other players
- To develop core skills in attacking, defending, invasion, striking and fielding
- To play small-sided and simplified versions of net/wall and target games

Gymnastics (KS1 and KS2)

Pupils should be taught:

- To use technical vocabulary
- To perform basic actions of travelling (turning, rolling, jumping, balancing, climbing)
- To link movements on the floor and apparatus
- To repeat movements / develop sequences
- To develop complex movements

Dance (KS1 and KS2)

Pupils should be taught:

- To compose and control movements by varying shape, size, direction, level, speed, tension and continuity
- Investigate different genres of dance
- To express feelings moods and ideas
- To respond to various stimuli including music

Athletics (KS1 and KS2)

Pupils should be taught:

- To develop and refine basic running, jumping and throwing techniques using a variety of equipment
- To measure, compare and improve their own performance

Swimming (KS2)

Pupils should be taught:

- To swim unaided, competently and safely for at least 25m
- To develop confidence in water and
- To develop floating skills and support positions
- To develop an effective and efficient swimming strokes on the front and back
- To understand and follow basic water safety and survival skills

Outdoor Activities (KS2)

Pupils should be taught:

- To perform outdoor and adventurous activities in a variety of environments
- To face physical and problem solving challenges individually and collaboratively

School Games – lesson format

Each lesson will comprise of a warm up followed by skills development. Within the lesson, competitive element will be incorporated following the School Games guidance.

School Games is a unique opportunity to motivate and inspire millions of young people across the country to take part in more competitive school sport. School Games will give both boys and girls the opportunity to compete together in mixed events.

The Games are made up of four levels of activity:

Level 1 – sporting competition for all pupils in school through intra-school competition. At St Mary's, all children will take part in competition against each other in lessons, at the end of a unit of work and on our School Games day.

Level 2: Individuals and teams are selected to represent their school in local inter-school competitions.

At this level, selection will take two forms:

1. Festivals and friendly competitions – competitions against other schools in the Flixton Sports Partnership will involve every child in each class in KS1 and KS2 e.g. multi-sports festivals, tri-golf festivals, Longford Park athletics, infant athletics. Friendly competitions, festivals and tournaments will take place throughout the year and we will include all children in as many events as possible.

2. Competitions and leagues – Teams will be selected according to attainment relating to both physical and technical skill in the relevant sport, attendance at training sessions and through commitment to the school's behaviour policy. Teams may be chosen from one particular year group or across several year groups.

Level 3: the county/area will stage multi-sport School Games Festivals as a culmination of year-round school sport competition. At this level, the team which has qualified for this stage will represent St Mary's or the team will be picked according to attainment in the relevant sport through assessment.

Level 4: the School Games finals – a national multi-sport event where young people in the UK will be selected to compete. At this level, the team or individual which has qualified for this stage will compete.

Extra-Curricular clubs

Information about extra-curricular clubs are communicated to parents in sufficient time prior to the start of each club. We will give a cut-off date for handing in applications. If the club is over-subscribed, we will allocate places on a first come, first served basis. Pupils with specific needs will be signposted to clubs with a priority place.

Extra-curricular clubs may be run by external providers e.g. Sports Hub Coaches, Bitesize Bootcamp. There will be a charge for each of these club set by the provider. The overall cost of the club is to be paid up-front each half term. Any missed sessions will be non-refundable.

Leaders

Each year, pupils from Year 2 to Year 6 are trained to become Playground Leaders, helping to keep lunchtimes active and engaging for everyone. They plan, organise and lead a range of playground activities, encouraging participation and promoting teamwork across all year groups.

In addition, four Year 5 pupils are selected annually to train as Sports Leaders through the School Sports Partnership and our links with Lancashire County Cricket Club. This

programme develops their leadership skills and empowers them to champion the School Games Values throughout the school. Working alongside the P.E. Lead, they help plan and deliver sporting events, support the running of School Games Day, promote sport across the school, and encourage at least 60 minutes of active movement each day for all pupils.

Sports kit

All children must provide their own sports kit. This must consist of a white t-shirt, black shorts, trainers (no P.E. pumps, black leggings or tracksuit bottoms and a school jumper or cardigan).

For classroom-based movement in limited space or playground activity, children may remain in their school uniform.

Health and Safety

In accordance with PESSPA guidelines, personal effect, such as jewellery, (including body piercings), religious artefacts, watches, hair slides, and sensory aids including glasses, should ideally always be removed to establish a safe working environment.

If items cannot be removed, measures need to be in place to make the situation safe.

Medical bracelets and fitness tracker may be worn, but must be covered by a padded wristband (sweatband) provided by parents

If earrings cannot be removed, taping may be done at home for younger children or prior to the lesson for older children. The tape used must be fit for purpose so the earring will not pierce through. It is not the responsibility of the school to provide tape or to apply or remove tape from pupil's ears.

Where sensory aids cannot be removed, adjustments to the activity will be made e.g. softer balls, more time or space.

If safe amendments are not applicable to the session, each child will be involved in the P.E. lesson as much as possible e.g. group planning, tactical discussions, coaching and individual skills.

Long hair must be tied back.

Nails need to be sufficiently short to prevent injury to self and others.

Assessment

Children's work will be assessed according to the learning objective for that lesson and the child's own specific target for improvement. Evidence will be recorded, if appropriate, on the online P.E. Passport assessment tool. Ongoing assessments are made by the teachers at the end of each unit on the P.E. Passport assessment tool. This helps identify gaps and support children to develop their learning. Work is monitored and moderated termly at staff meetings. At the end of the year, children will be assessed as to whether they have reached the end of year expectation using our Insight assessment recording tool

Monitoring and Evaluation

- The subject leader monitors the quality and consistency of PE teaching through lesson observations, learning walks, planning reviews and pupil voice.
- Assessment data from the P.E. Passport and Insight tools are analysed termly to identify strengths, gaps and next steps in provision.
- Staff meetings and moderation sessions ensure consistency of assessment and share effective practice across year groups.
- Pupil participation in extra-curricular activities and competitions is tracked to promote inclusion and equal opportunities.

- The impact of the PE curriculum and enrichment opportunities is reviewed annually and reported to the Senior Leadership Team and Governors to inform future planning and improvement.

Impact

- Pupils develop positive attitudes towards physical activity, showing increased confidence, enjoyment, and engagement in a range of sports and active pursuits.
- Children demonstrate improved physical skills, stamina, coordination and teamwork, progressing across all key stages in line with or beyond national expectations.
- All pupils understand the importance of leading healthy, active lifestyles and make informed choices to support their physical and mental well-being.
- Through inclusive practice and school values of Faith, Family and Future, pupils show respect, fairness, and perseverance both in competition and in everyday life.
- Participation in intra- and inter-school competitions fosters pride, belonging and aspiration, strengthening our whole-school community and sense of achievement.

Date: October 2025