



OUR LADY AND ST BENEDICT CATHOLIC ACADAEMY PHYSICAL EDUCATION POLICY STATEMENT

Our Mission Statement:

‘Loving, Learning and Looking forward with Christ.’

Following the example of Our Lady and St. Benedict we are rooted to Christ in all that we say, do and think. Within our safe Catholic family we love, learn and ensure children are ready for their next step in society with Christ as their purpose.

Rationale:

At Our Lady and St Benedict, the delivery of Physical Education aims to develop pupil’s physical literacy whilst enhancing their enjoyment and knowledge of the Subject. Children are encouraged to participate in a broad range of activities and learn to enjoy physical activity. School will not only teach pupils physical skills but enlighten them to the numerous benefits that being physically active evokes. At Our Lady and Saint Benedict, we strive to provide an engaging, strenuous, challenging and diverse Physical Education for all children.

Aim:

We aim to develop children’s knowledge, physical literacy and understanding of P.E, enabling them to perform with increasing confidence and competence in a variety of activities. At Our Lady and Saint Benedict, we also aim to foster a culture where pupils enjoy developing their knowledge of their bodies and want to improve their physical fitness. Ultimately we aim to light the spark inspiring pupils towards adopting a Healthy, Active lifestyle beyond Primary School.

Teaching and Learning:

We use a variety of teaching and learning styles in P.E lessons. Our principal aim is to develop children’s knowledge, physical literacy and understanding of P.E, we do this through a mixture of whole class teaching and individual or group activities. Teachers draw attention to good examples of individual/group performance through modelling for other children in mini plenaries. We encourage children to evaluate where appropriate, in a fashion that does not impact on how strenuous the lesson is. Within lessons, children benefit from the opportunity to both collaborate and compete with each other.

In all classes children have a wide range of ability (in all senses – physical and otherwise). Due to this the teachers provide suitable learning opportunities for all children matching the

challenge of the task to the ability of the child. This occurs through the adoption of a range of strategies:

- Setting tasks of varied difficulty, tasks are parallel in design but not the same (Pupils develop co-ordination using a large ball – small ball, over a distance of 5m – 2m).
- Setting common tasks occasionally, open ended with a variety of results (Timed events - 400m in Athletics, the VO2 max test/Bleep Test).
- Organising resources into tariffs of differing challenge ('Exceeding' pupils attempt balances from 'Level 3' resources, 'Emerging' attempt balances from 'Level 1' until proficient).
- Grouping children by ability in lessons and setting different tasks to suit an appropriate level of challenge.

The following section outlines the teaching and learning across the different stages. This is underpinned by the National Curriculum. The learning across the stages influences the specific assessment criteria that can be found under the 'P.E. statements'.

EYFS

In the Early Years Foundation Stage, we provide opportunities for young children to be active and interactive. This helps to develop the key skills of co-ordination, control and movement. We provide opportunities for children to understand the importance of physical activity and to make healthy choices in relation to food.

KS1

In Key Stage 1 pupils develop the fundamental movement skills. We aim for pupils to become increasingly competent and confident to extent their agility, balance and coordination, individually and with others. We ensure that Key Stage 1 pupils engage in competitive and co-operative physical activities.

Pupils are taught to:

- Master basics movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movements and patterns.

KS2

In Key Stage 2 pupils continue to develop a broader range of skills. They learn how to use these skills in different ways. Our aim is to provide an atmosphere where pupils enjoy communicating, collaborating and competing. As well as improving in different physical activities, pupils are taught to evaluate and recognise their own success.

Pupils are taught to:

- Use running, jumping, throwing and catching in isolation and in combination.

Each pupil has four cells per Statement. By filling these cells you will be able to create an accurate indication of progress on one Tracker, for the whole academic year. When pupils are having difficulty progressing in this particular statement, one cell is filled. This scenario is referred to as 'Pre Key-Stage'.

When pupils are showing progress that is typical for pupils at that age, two cells are filled. This scenario is referred to as 'Working Towards Stage'.

If pupils show a rate of progress superior to the majority of the class, three cells are filled. This scenario is referred to as 'Expected Standard'.

Four cells will be coloured when pupils show extraordinary achievement against a Statement (perhaps they represent their County/Area in a related activity). This scenario is referred to as 'Greater Depth Standard'.

Reporting to Parents

Parents are given a yearly report on their pupil's progress in PE. The report assesses pupils based on their statements. We encourage teachers to be challenging and supportive in the pupil's journey of physical activity. Additional comments are made for those that take part in extra-curricular activities such as the football club.

Transition Information

To ensure a successful transition teachers review the P.E. data of a new class. This data is readily available for staff, ensuring the correct support is in place for those pupils. This data determines the progress the pupil has made with the previous year's PE statement.

Inclusion:

Cross-curricular links

At Our Lady and St Benedict we ensure that Physical Education lessons accommodate content from other areas of the curriculum where appropriate. P.E provides numerous opportunities for pupils to apply literacy and numeracy whilst being active. On Physical Education lesson plans you may find two characters highlighting scenarios within lessons where numeracy/literacy skills could be developed.



These characters aim to raise children's awareness of when they are using numeracy, literacy or another subject in P.E

CPD support

New teachers are supported by Saint Gabriel the Archangel's PE Specialist. These teachers are asked to self-reflect on their confidence in teaching the different areas. The P.E. Specialist then provides in-lesson support for a term. This supportive process increases teacher confidence and the ability to plan, teach and assess in-line with the school's policy.

Monitoring and review

The coordination, monitoring and planning of the P.E curriculum are the combined responsibility of the P.E Specialist and the P.E Co-ordinator. Termly reviews with the specialist and co-ordinator ensure the National Curriculum is being taught across all stages.

This P.E Policy will be reviewed at the conclusion of each academic year.

Signed: R. McCue

Date: November 2025