

# Blessed Dominic Catholic Primary School



## PE Policy

Date of policy: January 2026

Next Review: January 2027

## Contents:

Mission statement and Statement of intent

[1.1 Legal framework](#)

[1.2 Roles and responsibilities](#)

[1.3 EYFS](#)

[1.4 Curriculum](#)

[1.5 Teaching and learning](#)

[1.6 Assessment and reporting](#)

[1.7 Extra-curricular activities](#)

[1.8 PE kits and changing rooms](#)

[1.9 Health and safety](#)

## Mission Statement

At Blessed Dominic Catholic Primary School, we pride ourselves on being a culturally diverse family. We seek to instill, in every child that we nurture, the joy and wonder of learning.

As we journey together with Christ, we develop children's resilience, intellectual curiosity and creativity through our positive learning behaviours. We nurture and cherish the unique talents of all, empowering them to flourish and grow into life-long learners.

Our mission is to show love, promote learning and belief in God our Father.

**Love one another, learn together and believe in God our Father.**

## Statement of Intent

At Blessed Dominic Catholic Primary School, Physical Education (PE) is a key component of a broad and balanced curriculum and plays a crucial role in supporting pupils' physical, social, emotional and mental wellbeing. We believe that high-quality PE has a lasting impact on pupils' health, confidence and attitudes towards physical activity and sport. Our PE curriculum is ambitious, inclusive and progressive, meeting the requirements of the National Curriculum and ensuring that all pupils, regardless of ability or background, are supported to succeed. Through a carefully sequenced programme of learning, pupils develop the knowledge, skills and vocabulary needed to participate confidently in a wide range of physical activities and to lead healthy, active lives.

The intent of our PE curriculum is to ensure that all pupils:

- Develop competence, confidence and enjoyment in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in both competitive and non-competitive sport and physical activity
- Develop knowledge and understanding of health, fitness and wellbeing
- Build resilience, self-esteem and positive attitudes towards challenge
- Learn to work collaboratively, demonstrating teamwork, respect and sportsmanship
- Have equitable access to high-quality PE experiences

## 1.1 Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Workplace (Health, Safety and Welfare) Regulations 1992
- The Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974
- DfE 'Physical education programmes of study – key stages 1 and 2'
- DfE 'National curriculum in England: PE programmes of study'
- DfE 'Early years foundation stage statutory framework: for group and school-based providers'
- DfE 'Enhancing physical education provision and improving access to sport and physical activity in school'
- DfE School sport and activity plan

This policy operates in conjunction with the following school policies and risk assessments:

- Curriculum Policy
- Health and Safety Policy
- First Aid Policy
- School Uniform Policy
- Pupil Code of Conduct
- Staff Code of Conduct
- Behaviour Policy
- PE and Sports Equipment Risk Assessment
- PE lesson Risk Assessment
- Swimming Risk Assessment

## 1.2 Roles and responsibilities

The Headteacher is responsible for:

- Appointing an appropriate PE coordinator.
- Ensuring that appropriate procedures are in place for the reporting and managing of accidents.
- Ensuring effective health and safety procedures are in place, and that the appropriate safety measures are taken.
- Ensuring all necessary risk assessments have been undertaken.

- Ensuring that teaching standards are maintained and the effectiveness of the teaching of the subject is monitored.
- Liaising with the PE coordinator regarding the spending and impact of the PE and sport premium funding.
- Ensuring that the use of the PE and sport premium is effectively communicated to the governing board.

The PE coordinator is responsible for:

- The overall implementation of this policy.
- Liaising with staff members to develop an effective PE timetable.
- Producing a flexible and appropriate scheme of work.
- Supporting staff members in all aspects of the curriculum.
- Creating an action plan at the start of each school year, identifying any areas of improvement within the subject which need to be addressed.
- Maintaining and replacing equipment.
- Ensuring the areas of the premises used for PE lessons are safe and clear of obstructions or other hazards.
- Monitoring the teaching of PE at the school and ensuring that high standards are consistently maintained.
- Undertaking the necessary risk assessments.
- Ensuring that the details of any PE-related accidents are recorded in writing, including the action taken and the health and safety procedures followed.
- Maintaining records relating to the teaching of PE, including lesson plans, accident logs and risk assessments.
- Attending any necessary training, in order to help inform future developments of the subject at the school.
- Keeping up-to-date with any changes in the subject area.
- Ensuring that the school provides extra-curricular opportunities to pupils, further developing the skills learnt during their PE lessons.
- Liaising with the SLT and other relevant staff members regarding the use of the PE and sport premium.
- Providing the Headteacher with an annual summary report regarding the teaching of PE at the school.

PE teachers are responsible for:

- Acting in accordance with the school's Health and Safety Policy.
- Reporting accidents and other incidents in writing.
- Participating in any necessary training or CPD.
- Keeping up-to-date with changes within the subject area.
- Acting in accordance with the Staff Code of Conduct.

- Making informed decisions regarding whether the weather conditions are suitable for the planned lesson, and ensuring alternative appropriate arrangements are in place.
- Ensuring that privacy is given to pupils whilst they change for PE lessons.
- Providing an appropriate level of assistance, where necessary, to pupils changing for PE lessons.

Parents are responsible for:

- Providing their child with the necessary PE kit.
- Providing their child with appropriate footwear for PE classes.
- Ensuring that, where necessary, a doctor's note or similar evidence is provided when their child cannot participate in PE lessons.

Pupils are responsible for:

- Acting in accordance with the Pupil Code of Conduct at all times.
- Bringing their PE kit to school on the appropriate days.
- Notifying their teacher of any reason why they should not participate in PE lessons and providing appropriate evidence, where necessary.
- Adhering to the Behaviour Policy at all times.

### 1.3 Early Years Foundation Stage (EYFS)

At Blessed Dominic Catholic Primary School, physical development is recognised as a prime area of learning within the EYFS and is central to pupils' health, wellbeing and all-round development. Children are supported to develop the physical skills, confidence and independence needed to lead active and healthy lives.

In line with the Statutory Framework for the Early Years Foundation Stage and the Early Learning Goals for Physical Development, staff plan a range of purposeful activities that develop gross and fine motor skills, enabling pupils to:

- Demonstrate strength, balance and coordination.
- Negotiate space and obstacles safely.
- Move energetically and with control.

Pupils experience appropriate physical challenge through both indoor and outdoor provision, using a range of age-appropriate equipment adapted to meet individual needs. EYFS pupils receive one timetabled PE lesson per week, delivered by the class teacher, alongside regular opportunities for physical activity through continuous provision and outdoor play. Assessment is ongoing and informs planning. An EYFS Profile is completed in the final term of the year in which pupils reach the age of five, supporting a smooth transition into Key Stage 1.

### 1.4 Curriculum

#### [Key Stage 1](#)

During Key Stage 1, pupils are taught to develop fundamental movement skills and begin to apply them in a range of increasingly structured contexts. Pupils will:

- Develop competence in basic movements, including running, jumping, throwing and catching, while improving agility, balance and coordination.
- Apply fundamental skills in a variety of activities and simple games.
- Participate in team games, developing an understanding of simple attacking and defending strategies.
- Perform dances using simple movement patterns, developing rhythm, control and expression.

Teaching focuses on building confidence, enjoyment and secure foundations for future learning.

## [Key Stage 2](#)

During Key Stage 2, pupils build on prior learning to develop more advanced skills, increased control and greater tactical awareness. Pupils will:

- Apply running, jumping, throwing and catching skills both in isolation and in combination.
- Take part in a range of competitive games, adapted where appropriate, applying principles of attacking and defending across activities such as football, netball, hockey and tennis.
- Develop flexibility, strength, technique, control and balance through activities including gymnastics and athletics.
- Perform dances using a range of movement patterns, demonstrating improved coordination, expression and creativity.
- Participate in outdoor and adventurous activities, working both independently and collaboratively.
- Evaluate and refine their performance, comparing outcomes with previous attempts and striving to achieve their personal best.

## [Swimming and Water Safety](#)

In line with the National Curriculum, swimming and water safety form an important part of the PE curriculum. By the end of Key Stage 2, pupils are taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 meters.
- Use a range of strokes effectively, including front crawl, backstroke and breaststroke.
- Perform safe self-rescue in a variety of water-based situations.

Progress in swimming is monitored to ensure that pupils who do not initially meet the expected standard are identified and supported where possible.

## [1.5 Teaching and Learning](#)

At Blessed Dominic Catholic Primary School, PE lessons are planned and delivered to ensure clear progression in pupils' knowledge, skills and understanding. Teaching is underpinned by a coherent scheme of work, overseen by the PE subject lead, which ensures that learning builds systematically over time and enables pupils to make sustained progress from their starting points.

Lessons are designed to build on prior learning, with teachers explicitly revisiting and reinforcing previously taught skills before introducing new learning. This approach supports secure knowledge, skill development and increased confidence across all areas of the PE curriculum.

### Planning and Curriculum Structure

The PE curriculum is supported by a clear planning framework:

- Long-term plans outline the PE units taught across each key stage and ensure appropriate coverage of the National Curriculum
- Medium-term plans set out the sequence of learning within each unit, including key skills, knowledge and vocabulary
- Short-term plans detail individual lessons, ensuring appropriate challenge, differentiation and assessment opportunities

The PE subject lead is responsible for reviewing and updating long-term and medium-term plans and for ensuring consistency and progression across the school. Class teachers adapt and refine short-term planning to meet the needs of their pupils, taking account of assessment information and individual starting points.

All staff involved in the delivery of PE are supported through clear guidance and training on planning expectations and curriculum implementation.

### Teaching Approaches

PE is taught using a range of teaching strategies, including whole-class, group and individual activities, to ensure all pupils are appropriately challenged and supported. Lessons provide regular opportunities for pupils to:

- Practise and apply skills in different contexts
- Work collaboratively and competitively
- Reflect on and evaluate their own performance and that of others

Where appropriate, specialist sports coaches may support the delivery of PE, either leading lessons or working alongside class teachers to enhance subject expertise and pupil outcomes.

### Inclusion and Access

The school is committed to ensuring that all pupils can access high-quality PE. Lessons are adapted as necessary to meet individual needs. Where a pupil is unable to participate physically, they are given a purposeful alternative role, such as officiating, scoring or managing equipment, to ensure continued engagement and learning.

### Resources and Support

A range of indoor and outdoor equipment is used to provide appropriate challenge and variety across the curriculum. Staff have access to PE resources and guidance to support effective teaching. The PE subject lead oversees the organisation, booking and safe use of equipment and acts as the first point of contact for staff planning PE lessons or sporting events.

PE at Blessed Dominic Catholic Primary School is delivered through a well-structured and coherently planned curriculum that ensures clear progression of skills, knowledge and understanding across year groups and key stages.

## **Vocabulary and Knowledge-Rich Learning**

Subject-specific vocabulary is explicitly taught and revisited throughout each unit of work. Learning objectives and key terminology are shared with pupils at the start of lessons to support understanding and retention. A PE display in the school hall reinforces key vocabulary and promotes consistency across the school.

## **Staff Expertise and Professional Development**

Teachers are supported through access to high-quality planning resources and ongoing professional development. Training opportunities ensure that staff maintain strong subject knowledge and confidence in delivering safe, engaging and effective PE lessons.

## **1.6 Assessment and Reporting**

At Blessed Dominic Catholic Primary School, assessment in PE is used purposefully to support learning, inform teaching and monitor progress over time. Assessment practices enable teachers and leaders to evaluate how effectively the curriculum is implemented and the extent to which pupils are achieving the intended outcomes.

### **Assessment**

Pupils' progress is assessed through ongoing teacher observation and end-of-unit assessments, which measure pupils' attainment against clearly defined learning objectives. Teachers use assessment information to identify pupils' strengths, next steps and any gaps in learning, ensuring that teaching is responsive to pupils' needs.

At the end of each PE unit, pupils are assessed against age-related expectations and judgements are recorded as:

- Working towards
- Working at
- Working at greater depth

Assessment outcomes are logged termly, allowing the PE subject lead and senior leaders to monitor progress, attainment and consistency across year groups. This information is logged on Insight by the teachers and used as a tracking portal for progress and attainment. This information is used to inform future planning, provide targeted support where needed and support curriculum evaluation.

Assessment records are shared with future class teachers to ensure continuity and progression as pupils move through the school.

### **Inclusion and SEND**

The progress of pupils with SEND is closely monitored by class teachers in collaboration with the SENCO. Adaptations and support are put in place to ensure pupils can access the curriculum and make progress from their individual starting points.

Where a pupil is regularly unable to participate in PE lessons, this is recorded and monitored. If concerns arise, appropriate communication takes place between the class teacher, parents and, where appropriate, other professionals.

### **Reporting to Parents**

Parents are informed of their child's progress in PE through:

- A written end-of-year report during the summer term, which includes information about attainment, progress and attitudes towards physical education
- Verbal feedback provided during parents' evenings in the autumn and spring terms

Reporting reflects pupils' engagement, skill development and understanding of physical activity, ensuring parents are well-informed about their child's progress.

## 1.7 Extra-Curricular Physical Activity and School Sport

At Blessed Dominic Catholic Primary School, extra-curricular physical activity forms an important part of our commitment to providing a broad, balanced and enriching PE curriculum, in line with the aims of the National Curriculum for Physical Education. Extra-curricular opportunities are designed to extend pupils' learning beyond curriculum time and to support pupils' physical development, wellbeing and enjoyment of sport.

The school provides a range of PE-related extra-curricular activities that allow pupils to apply and refine skills taught in lessons, develop teamwork and resilience, and experience appropriate levels of competition. Opportunities may include:

- Multisport club
- Football
- Tennis
- Dance

Where appropriate, activities and clubs may be led by external sports coaches, working alongside school staff to enhance provision and subject expertise.

Information about extra-curricular clubs is shared with parents at the start of each term through the school newsletter and parent connect app. The school participates regularly in inter-school sporting events, and pupils and parents are given advance notice of fixtures and competitions.

## 1.8 PE Kit, Footwear and Changing Arrangements

### PE Kit

Blessed Dominic Catholic Primary School expects pupils to wear a PE kit that is practical, safe, comfortable and appropriate to the activity being undertaken, in line with health and safety guidance.

During PE lessons, pupils are expected to wear:

- White shorts or jogging bottoms
- School PE t-shirt
- Black pumps or trainers (where appropriate)

During colder weather, pupils may wear school jumpers or coats when appropriate to the activity.

For swimming lessons, pupils are expected to wear:

- Appropriate swimwear
- A swimming cap for pupils with long hair
- Goggles (optional)

Staff teaching PE lead by example by wearing suitable clothing and footwear.

### Gymnastics and Dance (Non-Negotiable Expectations)

In line with best practice and to ensure safety, control and effective skill development, all gymnastics and dance units are undertaken barefoot.

- No mixed footwear (including pumps, trainers or socks) is permitted
- Tights must be removed for gymnastics and dance lessons
- Pupils with a verruca may participate barefoot, provided the affected area is securely taped

These expectations apply to all pupils and are consistently enforced.

### Jewellery, Hair and Safety

- All jewellery, including earrings, must be removed before PE lessons
- Jewellery that cannot be removed must be securely covered by sweat bands.
- Long hair must be tied back for all PE lessons

The school holds spare hair ties and PE kits for pupils who forget their equipment. Where a pupil regularly forgets their PE kit, parents will be contacted.

## 1.9 Health and Safety

Blessed Dominic Catholic Primary School is committed to providing a safe, inclusive environment in which all pupils can participate confidently in physical education. This commitment is rooted in our Catholic ethos, which promotes the dignity, wellbeing and respect of every child.

All PE provision is delivered in line with the Health and Safety at Work Act, relevant DfE statutory guidance, and the National Curriculum for Physical Education. Health and safety is integral to the planning and delivery of all PE and school sport activities.

### Whole-school responsibilities (Catholic ethos)

- All staff and pupils are expected to comply with the school's Health and Safety Policy at all times, acting with care, responsibility and respect for one another in the spirit of our Catholic values.
- Staff have a duty of care to ensure that PE activities are delivered safely and inclusively, with due regard to pupils' age, ability, medical needs and individual circumstances.

### Teaching health and safety through PE

- As part of the PE curriculum, pupils are explicitly taught how to participate in physical activity safely, including warm-up and cool-down routines, safe use of equipment, and sport-specific rules and conventions.

- Pupils are encouraged to take increasing responsibility for their own safety and the safety of others, supporting the National Curriculum aim to develop physically confident learners who understand how to manage their own health and wellbeing.

### First aid and staff training

- A fully stocked first aid kit will be readily accessible for all PE lessons, including those taking place outdoors or off-site.
- All staff involved in the teaching of PE receive appropriate health and safety training as part of their induction, with updates provided where necessary.
- The PE lead, Miss Reilly is responsible for reporting any health and safety concerns to the school's Health and Safety Officer and for ensuring appropriate actions are taken.

### Risk assessment and safe practice

- Teachers will carry out ongoing, informal risk assessments for every PE lesson, taking account of the activity, environment, equipment and pupils involved.
- Where required, written risk assessments will be completed and shared with the PE Coordinator for monitoring and oversight, with the Headteacher informed as appropriate.
- For off-site sporting fixtures, competitions or PE-related events, the PE lead is responsible for completing and reviewing a specific risk assessment in advance of the activity.

### Equipment and resources

- The PE Coordinator will review the condition, suitability and safety of PE equipment on a termly basis and arrange for repair or replacement where necessary.
- Staff will visually check equipment before use and report any faults, damage or concerns to the PE Coordinator immediately.
- Any equipment that poses a potential risk to safety will be taken out of use straight away.
- All PE equipment is stored safely and securely in the designated PE storage area within the school hall.

### Pupil supervision and safe use of equipment

- Pupils will only have access to PE equipment when appropriately supervised.
- Pupils are taught how to carry, use and store equipment safely and responsibly.
- Where appropriate, pupils may assist staff with setting up and clearing away equipment under close supervision, developing responsibility and teamwork.

### Swimming and specialist provision

- All swimming lessons are delivered by a qualified specialist swimming teacher, in line with statutory guidance.
- For swimming lessons, or activities where bare feet are required, pupils with a verruca or wart must inform the member of staff leading the session prior to the lesson, so that appropriate hygiene measures can be followed.

