



St. Augustine's Catholic Primary School Hoddesdon



Physical Education Policy

September 2025-2026

MISSION STATEMENT

*We come to school to live and learn happily together
by loving ourselves and each other as Jesus teaches us .*

Values:

We believe that the purpose of St. Augustine's Catholic Primary school is to:

- help pupils to live and learn in a Catholic Christian environment leading to acceptance and respect of others in a diverse school community and wider world
- provide an environment in which high expectations will lead to a striving for excellence in all areas of school life
- educate and develop each member of the school community by building on their strengths and supporting their weaknesses
- Foster purposeful relationships with those who learn in work in and visit our school where diverse views and backgrounds are respected.

St. Augustine's R.C. Primary School Physical Education Policy

The following is to provide the philosophy and framework for the teaching of Physical Education at St. Augustine's and is part of the overall curriculum policy of the school.

It is essential that this document should be regularly reviewed and evaluated, as necessary, in order to implement the requirements of the National Curriculum. It should be seen as part of an ongoing process rather than a final statement.

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1. Introduction

This passage highlights the goals and structure of the Physical Education (PE) curriculum at St. Augustine's School. It emphasises promoting a healthy and active lifestyle in a supportive environment with elements of competitiveness. The curriculum is designed to provide students with a wide range of movement skills, knowledge, and understanding, helping them appreciate the importance of a healthy body. The PE policy also explains the management of the subject and how it supports broader areas of learning, ensuring that students recognise factors that influence health, fitness, teamwork and competition.

2. The Aims and objectives

A high quality physical education curriculum inspires all pupils, irrespective of age or gender, to succeed and excel in competitive sport and other physically-demanding activities. It provides practical activities and opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to participate and compete in sport and other activities help to build character and help to embed values such as fairness and respect, while also providing enjoyment and celebrating success.

We want the children to develop:

- an enjoyment of sport and of physical exercise through creativity and imagination;
- the competence to excel in a broad range of physical activities;
- an understanding of the importance of exercise in maintaining a healthy and active lifestyle, with an appreciation of the value of safe exercising and the knowledge of how fitness, exercise and health effects the body;
- an appreciation of the concepts of fair play, honest competition and good sportsmanship through the application of skills, rules and conventions of different activities;
- the ability to work independently, communicate with and respond positively towards others and the confidence to demonstrate the best of their abilities when working alongside their peers in a range of group situations;
- the ability to be physically active for sustained periods of time;
- the ability to use a wide variety of equipment and apparatus and to promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being through increased control and co-ordination;
- the ability to engage in competitive sports and activities;
- an increased ability to use what they have learnt to improve the quality and control of their performance;
- an increased self-esteem by successfully completing tasks appropriate to their abilities and evaluating their own success.

Physical education in our school contributes to the teaching in other curriculum areas by:

Science: PE helps students understand how their bodies function, linking to topics like the circulatory, muscular, and skeletal systems. It also connects with concepts like nutrition, respiration, and the effects of exercise on the body.

Maths: PE incorporates counting, measuring, estimating, and analysing performance data (like time or distance). Students can also explore concepts like symmetry, angles, and spatial awareness through movement.

English: PE promotes the use of language for communication, especially when giving or receiving instructions, discussing strategies, or reflecting on performance. It also helps develop descriptive language and vocabulary related to movement and health.

PSHE (Personal, Social, Health and Economic Education): PE contributes to personal well-being, teamwork, leadership, and cooperation. It encourages students to set goals, manage emotions, and develop resilience, aligning with lessons on personal growth and social interactions.

Geography: PE can integrate with topics like map reading, orientation, and understanding the environment through outdoor activities like orienteering.

Music: Dance and rhythm-based exercises allow students to explore movement in time with music, promoting physical coordination and creative expression.

Art: Creative movement and dance encourage the development of expression and creativity, which can complement visual arts.

3. Teaching and learning

We use a variety of teaching and learning in P.E. lessons. Our principal aim is to develop the children's knowledge, skills and understanding through their participation, enjoyment and success in a variety of whole-class teaching, individual and group activities. Teachers highlight good examples of individual and group performances as models for the other children to aspire to and we also encourage the children to evaluate their own work as well as the work of other children they observe. Within the lesson we give the children the opportunity to compete with each other using a wide range of resources. All classes have children of differing physical ability. To cater for this we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through:

- Differentiated tasks: Modifying activities so that they vary in complexity, allowing children to participate at their own level. For example, simpler versions of skills or drills for those needing more support, and more advanced options for those requiring a challenge.
- Grouping: Organising children into small groups based on ability or pairing them so that those with more experience can help others, fostering peer support and collaboration.

- Adapted equipment: Using different sizes and types of equipment (such as lighter balls or larger targets) to accommodate varying levels of skill and ability, ensuring everyone can participate meaningfully.
- Flexible goals: Setting individual or group goals that are tailored to the needs of each child, encouraging personal progress and boosting confidence in physical activity.
- Teacher and peer support: Providing additional guidance and assistance from teachers, teaching assistants, or more capable peers to help children who need more instruction or encouragement.
- Varied pace: Allowing children to work at their own pace, so those who need more time to master a skill can do so without feeling rushed, while more advanced learners can progress to new challenges.
- Inclusive activities: Choosing activities that naturally lend themselves to all ability levels, ensuring that every child, regardless of skill, can enjoy and benefit from PE lessons.

4. The Foundation Stage

Nursery – Early Learning Goals

We use GetSet4PE to deliver our EYFS PE curriculum, ensuring that the Early Learning Goals are achieved through a structured and progressive approach.

Children in the Foundation Stage are given opportunities to:

- Show good control and co-ordination in large and small movements.
- Move confidently in a range of ways, safely negotiating space.
- Handle equipment and tools effectively, including pencils for writing.
- Understand the importance of physical activity and make healthy choices in relation to food.

GetSet4PE provides sequenced and inclusive activities that support the development of gross and fine motor skills, enabling children to meet these Early Learning Goals in a purposeful, engaging, and developmentally appropriate way.

Reception – GetSet4PE

In Reception, we use the GetSet4PE program, which aligns with the Early Learning Goals and focuses on structured activities to develop physical literacy. The aim is to build children's confidence, control, and coordination in movement. GetSet4PE provides a progressive approach, introducing fundamental movement skills such as running, jumping, throwing, and catching, which are foundational to all physical activity.

Children are given the opportunity to explore movement in various settings, both indoors and outdoors. These activities not only promote physical skills but also allow children to develop social skills, teamwork, and resilience. Furthermore, the program encourages children to understand the importance of being physically active and making healthy lifestyle choices, helping them build a strong foundation for future learning.

By integrating physical development into everyday learning, we ensure that children are constantly challenged and supported in their physical growth, using a wide variety of resources to help them achieve their potential.

5. The Intent of Our PE Curriculum

What You Will Find in Each Key Stage

Key Stage 1

Lessons focus on developing fundamental movement skills, agility, balance, coordination, and spatial awareness. Children engage in simple team games, basic tactics, and begin to use equipment safely and effectively. Through GetSet4PE, lessons are well-sequenced to build confidence and participation.

Key Stage 2

The focus shifts to applying skills in a range of competitive and cooperative situations. Children develop their understanding of tactics and strategies in team games, refine their techniques in athletics, dance, gymnastics, and outdoor and adventurous activities. GetSet4PE ensures clear progression across year groups with structured vocabulary development, assessment points, and clear end goals.

Equal Opportunities

To guarantee Equal Opportunities in a Physical Education (PE) curriculum, it is essential we ensure that every child, regardless of ability, background, or needs, has the opportunity to participate fully and meaningfully. Here's how we achieve this:

Inclusive Curriculum Design

All children are provided with equal opportunities to participate in a PE curriculum where there are no barriers to access. This means planning lessons that are flexible and adaptive to the needs of every child, ensuring that no one is excluded based on their physical, cognitive, or emotional abilities.

Teaching PE to All Abilities

We are committed to teaching PE to all children, whatever their ability. PE lessons are designed to be inclusive, focusing on each child's strengths and areas for improvement. Teachers take into account individual differences, including physical abilities, learning styles, and any special educational needs or disabilities, to ensure that everyone can participate and progress.

Quality and Challenging Experiences

PE lessons aim to provide quality experiences that challenge all children while ensuring an equal level of interest and engagement. Activities are carefully chosen and modified so that they remain interesting and enjoyable for all learners, while offering challenges that are appropriate to their level of ability.

Setting Suitable Learning Challenges

We set suitable learning challenges by differentiating tasks to meet the varied needs of our students. This could involve modifying the complexity of a skill or activity, offering alternative tasks, or using different types of equipment to match the abilities of each child. By doing so, we ensure that every child has the opportunity to experience success and make progress.

Responding to Individual Needs

We respond to each child's different needs by assessing their abilities and adapting our teaching strategies accordingly. This could include:

- Providing additional support where necessary, from either the teacher, teaching assistants, or peers.
- Offering more advanced challenges to those who are ready for them.
- Adjusting the pace of activities to ensure all children can participate without feeling rushed or overwhelmed.

Creating an Inclusive Environment

An inclusive PE environment is fostered through the use of diverse teaching methods that accommodate various learning preferences, whether visual, auditory, or kinaesthetic. Teachers also ensure that the physical environment, including equipment and facilities, is accessible to all students, providing any necessary adaptations.

Promoting Equal Participation

We actively promote the equal participation of all children, regardless of gender, cultural background, or physical ability. This involves encouraging all students to engage in a wide range of physical activities, offering them a variety of experiences that help them build confidence and skills.

Positive Role Models and Support

Teachers and staff act as positive role models, encouraging all students to develop a love for physical activity and helping them understand the importance of inclusion and respect for diversity. Peer support is also encouraged, creating a positive atmosphere where students help and learn from one another.

By ensuring that PE lessons are adaptive, inclusive, and accessible to all, we guarantee that every child can develop their physical skills, enjoy physical activity, and feel valued as part of the school community.

SEN in PE in Our School (Equal Opportunities)

We are committed to ensuring PE is inclusive and accessible to all pupils, including those with Special Educational Needs (SEN).

Teachers use the **PE SEN Checklist** to plan and adapt lessons appropriately. We try to make sure that all of our lessons are child-centred, following the SEND Code of Practice, and we ensure that adjustments are meaningful and supportive rather than limiting.

6. Health and Safety

At St. Augustine's, Health and Safety is a key priority in our Physical Education (PE) curriculum, ensuring that all activities are carried out in a secure and well-managed environment. Here's how we maintain safety standards within PE:

Safety as a Core Principle

Safety is paramount when planning and delivering PE activities. Every lesson is structured with the well-being of students in mind, and all staff members are trained to prioritise safe practices in every aspect of the curriculum.

Teaching the Safe Use of Equipment

We consistently teach and encourage the safe use of equipment, from small items like balls and bats to larger apparatus such as gymnastic mats and climbing frames. Children are trained not only in how to use equipment correctly but also in how to move, lift, and store it in a safe and efficient manner. This training helps to minimise the risk of accidents and ensures that students understand the importance of careful handling.

Developing Student Awareness

Students are taught to develop their own awareness of safety, for both themselves and others. They learn to assess risks, consider the safety of those around them, and follow instructions carefully to prevent injury. This involves learning how to position themselves safely during activities, keeping a safe distance from others, and using equipment responsibly.

Regular Equipment Checks

All PE equipment is checked regularly to ensure it meets safety standards. Both small and large apparatus undergo routine inspections, and any defects or potential hazards are reported immediately to the PE subject leader. This ensures that faulty or damaged equipment is removed from use until repairs or replacements are made, maintaining a safe learning environment at all times.

Class Control and Behaviour Management

Class control is fundamental to maintaining safety during PE lessons. Clear instructions and well-established routines help to minimise accidents and ensure that activities run smoothly. If a child is perceived as not following the health and safety rules, they will be asked to take a time out to reflect on their behaviour and understand the impact of their actions. Persistent breaches of safety rules will result in further warnings and sanctions in line with St. Augustine's Behaviour Policy, helping to reinforce the importance of adhering to safety guidelines.

Emergency Preparedness

All staff are aware of emergency procedures in case of injury or accidents during PE lessons. First aid kits are easily accessible, and staff members are trained in basic first aid to respond promptly to any incidents. Procedures are in place to handle more serious situations, ensuring that students receive the care and attention they need as quickly as possible.

By maintaining high safety standards, regularly inspecting equipment, promoting responsible behaviour, and ensuring proper supervision, St. Augustine's PE curriculum guarantees a safe and secure environment for students to enjoy physical activity and develop their skills.

7. PE kit

Children must wear an appropriate kit for the physical activity they are about to undertake:

- bare feet for gymnastics or dance work;
- T-shirt in the colour of their school house (St. Agnes – yellow, St. Augustine – green, St. Catherine – blue, St. George – red), navy shorts, trainers or plimsolls and a change of white socks for outdoor wear. All items should be named and kept in a named bag in the cloakroom during the week and taken home at weekends and/or holidays for washing;
- watches and jewellery must be removed (earrings may be taped over);
- navy or dark coloured school emblem tracksuits may be worn outside in colder weather;
- long hair should be tied back;
- When swimming, long hair is tied back and a swimming hat is worn (goggles may be used if the child is able to safely put the goggles on themselves). Swimming kit should be brought to school on the day when swimming lessons take place and taken home afterwards.

Parents are regularly updated or reminded about policy regarded suitable clothing for PE. Spare clothing is available in school. It is intended all children participate. Non participants should be included in the lessons and take the role of an evaluator. A letter from a parent/guardian is required. Teachers are expected to set a good example by wearing appropriate clothing and suitable footwear when teaching PE.

8. Planning

The Physical Education (PE) curriculum at St. Augustine's School is designed to provide a balanced, inclusive, and progressive program that aligns with the National Curriculum. Every child, regardless of ability, is entitled to participate in a comprehensive PE curriculum that fosters physical, social, and emotional development. Our PE curriculum is carefully planned using GetSet4PE, ensuring progression of knowledge, skills and understanding across all year groups.

We plan with a focus on:

- Diversity – representing different cultures, sports, and abilities.
- British Values – promoting respect, teamwork, fair play, and resilience.
- Providing inclusive opportunities for all pupils to participate meaningfully.
- Making sure lessons are challenging, engaging, and sequenced to support skill development.

Progression documents, end points, and vocabulary pyramids guide planning to ensure children develop technical language and clear knowledge of skills over time.

Progressive and Comprehensive Program

The PE curriculum is structured to ensure that children experience a progressive and comprehensive program, offering a range of activities that build upon their prior learning. Each activity area is designed with planned progression so that all students, regardless of their starting point, are consistently challenged as they move through the school. This approach ensures that children's skills, knowledge, and

understanding develop steadily over time, encouraging confidence and competence in a variety of physical activities.

Balanced Activities

The PE curriculum provides a balance of activities, which is vital for exposing students to a broad range of physical skills and concepts. From individual sports to team games, gymnastics to dance, athletics to outdoor adventurous activities, we ensure that children experience a diverse range of physical disciplines. This balance helps students to develop not only motor skills but also strategic thinking, creativity, and teamwork.

Developing Skills and Strategic Thinking

PE lessons aim to develop competence and confidence in a range of physical activities. A key focus is placed on building and improving children's SET skills:

- Social Skills – communication, teamwork, leadership, respect, and empathy.
- Emotional Skills – resilience, self-regulation, motivation, and managing success and failure.
- Thinking Skills – decision making, tactical awareness, problem-solving, and reflection.

Children are given opportunities to apply and refine these skills in both competitive and non-competitive environments, helping to prepare them for lifelong participation in physical activity.

Focus on Fitness and Health

As part of the PE curriculum, children are introduced to concepts related to personal fitness and health. They learn about the importance of regular physical activity, how to maintain a healthy lifestyle, and the positive effects of exercise on both the body and mind. This education on fitness and health forms a core part of the curriculum, equipping children with the knowledge they need to make informed choices about their well-being.

Get Set 4 PE Framework

Our school uses the Get Set 4 PE online portal, which is closely linked to the National Curriculum. This tool provides a clear framework for both long-term and medium-term planning, ensuring that the PE curriculum is well-structured and appropriately sequenced. These plans outline the specific skills and content to be taught in each term and ensure that the curriculum is broad and balanced, offering children a wide range of experiences. The portal also provides additional challenges for more able students, ensuring that they are pushed to reach their full potential.

The PE subject leader regularly reviews these plans to ensure they remain relevant and effective. This annual review process helps to maintain high standards in the delivery of the curriculum and ensures that it evolves to meet the needs of the students.

Differentiation and Inclusion

Differentiation is a key component of our PE curriculum. Teachers identify differentiated learning tasks and assessment opportunities in their short-term plans, ensuring that lessons are accessible to all students. Whether working with mixed-

gender, mixed-ability classes or children with special educational needs, lessons are planned to be inclusive and to cater to the diverse needs of all students.

For children with disabilities or specific needs, tasks and resources are carefully adapted to ensure that all pupils experience success. Whether it involves modified equipment or alternative ways to participate in activities, every effort is made to ensure that PE is inclusive and supportive of all abilities.

Equal Opportunities for Boys and Girls

We place a strong emphasis on ensuring that PE lessons are equally engaging for both boys and girls. Lessons are carefully planned to avoid gender bias and to foster interest and enthusiasm across the entire class. By offering a wide variety of activities, we ensure that all children can find areas of PE that they enjoy and in which they can excel.

Structure of PE Lessons

Each PE lesson includes a clear structure that follows best practices in physical education. Lessons begin with warm-up exercises and stretches to prepare children's bodies for physical activity and reduce the risk of injury. The main part of the lesson focuses on skill development, tactical understanding, or performance-based tasks, depending on the activity. Lessons conclude with cooling-down exercises and reflection to promote recovery and help students think critically about their learning and performance.

Lesson Plans and Review

Class teachers are responsible for maintaining individual lesson plans, which they keep for informal discussion with the PE subject leader. These plans include details on the learning objectives, differentiated tasks, and methods of assessment for each lesson, ensuring that teaching is targeted and effective. The subject leader regularly reviews these plans with teachers to offer guidance and ensure consistency across the curriculum. Teachers plan and review PE lessons using the STEP approach:

- Space – modifying playing areas to meet needs.
- Task – adjusting rules, roles or activities to provide support or challenge.
- Equipment – adapting or selecting appropriate equipment.
- People – grouping and organising pupils for optimal engagement.

Regular review of planning ensures lessons remain progressive, inclusive, and aligned with curriculum outcomes. This includes reflection on impact and next steps for each class.

By following this structured, inclusive, and balanced approach to PE, we ensure that all students at St. Augustine's are given the opportunity to develop their physical abilities, enjoy an active lifestyle, and foster a positive attitude towards health and fitness.

Early Years Foundation Stage

	TERM 1		TERM 2		TERM 3	
Nursery	Introduction to PE : Unit 1	Ball Skills : Unit 1	Dance : Unit 1	Fundamentals : Unit 1	Games : Unit 1	Gymnastics : Unit 1
Reception <i>Reception</i>	Introduction to PE : Unit 2	Ball Skills : Unit 2	Dance : Unit 2	Fundamentals : Unit 2	Games : Unit 2	Gymnastics : Unit 2

Key Stage One

Year 1 <i>Year 1</i>	Ball Skills Fundamentals	Fitness Dance	Gymnastics Team Building	Invasion Games Striking and Fielding Games	Sending and Receiving Net and Wall Games	Target Games Athletics
Year 2 <i>Year 2</i>	Ball Skills Team Building	Gymnastics Invasion Games	Dance Fundamentals	Striking and Fielding Games Sending and Receiving	Net and Wall Games Target Games	Athletics Fitness

Key Stage Two

Year 3 <i>Year 3</i>	Gymnastics Ball Skills Y3/4	Dodgeball Dance	Hockey Tag Rugby	Tennis Fundamentals Y3/4	Swimming Rounders	Fitness Basketball
Year 4 <i>Year 4</i>	OAA Dance	Tennis Handball	Gymnastics Football	Athletics Cricket	Netball Golf	Swimming Hockey
Year 5 <i>Year 5</i>	Basketball Fitness	Gymnastics Dodgeball	Dance Tag Rugby	Volleyball Y5/6 Hockey	Cricket Tennis	Athletics Rounders
Year 6 <i>Year 6</i>	Badminton Y5/6 Hockey	Tennis Handball	Dance OAA	Netball Gymnastics	Cricket Football	Athletics Golf

9. Swimming

At St. Augustine's School, swimming is an integral part of our Physical Education curriculum, with lessons beginning in Year 3 from the Summer Term. Swimming is a crucial life skill, and we aim to ensure that every child becomes confident and competent in the water, while enjoying the benefits of physical fitness and safety awareness.

Year 3 Swimming Curriculum

During Year 3, children are introduced to structured swimming lessons at John Warner's Secondary School pool, with qualified swimming coaches guiding them. The lessons are designed to cater to a wide range of abilities, from beginners to more advanced swimmers. Depending on their starting point and progression, children will be taught skills including:

- Swimming competently, confidently, and proficiently over a distance of at least 25 metres.
- Using a range of strokes effectively, including front crawl, backstroke, and breaststroke.
- Building endurance and stamina in the water.
- Learning essential water safety skills, including how to stay safe and float in the water if needed.

The swimming lessons are carefully differentiated, meaning that children who may need additional support or more time to build confidence in the water receive the attention they require. Similarly, swimmers that are more able are given opportunities to refine their techniques and increase their stamina, ensuring that all children are both challenged and supported at their own level.

Additional Support for Year 4, 5, and 6

While swimming lessons are initially provided in Year 3, at St. Augustine's School we are committed to ensuring that all children meet swimming proficiency expectations by the time they leave our school. For this reason, children in Years 4, 5, and 6 who have not yet met the John Warner swimming coaches' expectations for swimming competence will attend additional swimming lessons during the Summer Term. This initiative provides these students with extra opportunities to develop their swimming skills and meet the National Curriculum requirements.

These additional sessions are aimed at ensuring every child is able to:

- Swim at least 25 metres confidently and proficiently.
- Use a variety of strokes to swim effectively and efficiently.
- Gain the water safety skills necessary to be confident in aquatic environments.
- This extra support is crucial in helping children feel secure and accomplished in their swimming abilities, ensuring that no student is left behind in this essential area of physical education.

Collaboration with Swimming Teachers

For swimming lessons conducted at John Warner, swimming instructors keep class teachers regularly informed about their pupils' progress. They provide class teachers with a final level of achievement for each child, which is communicated to parents in the child's annual report. This collaboration ensures a comprehensive understanding of each child's swimming abilities and further supports their overall physical development.

10. Clubs

At St. Augustine's School, we place a strong emphasis on promoting an active and healthy lifestyle both within and outside of the classroom. As part of our commitment to physical education and well-being, we provide children with a variety of opportunities to participate in lunchtime and after-school sports clubs. These clubs are designed to foster enjoyment, teamwork, and the development of physical skills, and are open to children from both Key Stage 1 and Key Stage 2.

Range of Sports Clubs

We offer a broad range of sports clubs throughout the week, catering to the diverse interests and abilities of our students. Some of the clubs are led by the same qualified teachers who provide PPA cover during school hours, ensuring that the coaching is of a high standard and that the children benefit from consistent instruction and support. The clubs currently offered are:

Wednesday: Football Club (After School)

The football club, supported by Bows Soccer, offers dedicated coaching in one of the most popular sports at the school. Children practice technical skills such as dribbling, passing, and shooting, as well as tactical understanding like positioning and teamwork. The club is open to both beginners and more advanced players, with a focus on developing their abilities while promoting sportsmanship, fair play, and teamwork. This is a fantastic opportunity for those who love football to hone their skills and enjoy competitive play.

11. Time Allocation

There are 2 hours of high quality PE for both Key Stages taught every week throughout the school year.

Each class has a timetabled session each week for their indoor P.E. lesson in the hall, the playground or school field for outdoor PE.

Classes are expected to run the daily mile at least twice a week.

Monday PPA PM	Tuesday	Wednesday	Thursday	Friday
8.40 – 9.00 am Early Morning activities (Next steps/reading/spelling)	8.40 – 9.00 am Early Morning activities (Next Steps/reading/spelling)	8.40 – 9.00 am Early Morning activities (Next Steps/reading/spelling)	8.40 – 9.00 am Early Morning activities (Next steps/reading/spelling)	8.40 – 9.00 am Early Morning activities (Next Steps/reading/spelling)
9.00-9.30 am Gospel Assembly 9:00 – 10:00 Year 3 (9:00-10:00)	9.00-9.30 am 9:00 – 10:00	9.00-9.30 am 9.00-10.00	9.00- 10.00	9.00-9.30 am Celebration Assembly 9:00 – 10:00AM
10.00/10.15-10.15/10.30 BREAK/SNACK	10.00/10.15-10.15/10.30 BREAK/SNACK	10.00/10.15-10.15/10.30 BREAK/SNACK	10.00/10.15-10.15/10.30 BREAK/SNACK	10.00/10.15-10.15/10.30 BREAK/SNACK
10.30 – 11:30 YEAR 2 (10:15-11:00)	10.30 – 11:30 Nursery – (10:00-11:00)	10.30 – 11:30 Nursery – (10:00-11:00)	10.30 – 11:30	10.30 – 11:30 Year 3 (10:15-11:15)
11.30- 12:30	11.30- 12:30	11.30- 12:30	11.30- 12:30	11.30- 12:30 Year 4 (11:15-12:15)
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:15/1:30- 2:15/2:30PM Year 5 (1:15-2:15)	1:15/1:30- 2:15/2:30PM Sports Coach - YEAR 5	1:15/1:30- 2:15/2:30PM Year 1 (11:00-11:45)	1:15/1:30- 2:15/2:30PM Year 1 (1:00-2:00)	1:15/1:30- 2:15/2:30PM Year 6 (1:15-2:15)
2:00-3:00PM RECEPTION (2:15-3:00)	2:15-3:15 PM Sport Coach - YEAR 6	2:30 -3.00 RECEPTION (2:00-3:00)	2.00- 3.00PM YEAR 4 (2:00 – 3:00)	1:45 – 2:45 PM Year 2 (2:15-3:00)

12. Resources

We take great pride in ensuring that our school is well-equipped to support the teaching of Physical Education across all year groups. We have a comprehensive range of resources that allow us to deliver a broad, balanced, and engaging PE curriculum. These resources include:

- Balls, nets, rackets, and skipping ropes for games and coordination exercises.
- Equipment for athletics, such as hurdles, cones, and relay batons.
- Large apparatus for gymnastics, such as climbing frames and mats.
- New lunchtime equipment like table tennis and badminton sets, which encourage participation in new and exciting physical activities during break times.

This range of equipment allows for diverse physical education lessons that cater to different areas of the National Curriculum, including games, gymnastics, dance, and athletics. Additionally, the variety in resources helps us to plan for differentiated activities that meet the needs of all children, from beginners to more advanced pupils.

At St. Augustine's School, we have recently expanded our lunchtime physical activity offerings by introducing new equipment, including table tennis and badminton. These additions aim to provide children with further opportunities to stay active during their breaks, engage in fun, skill-building games, and develop hand-eye coordination, agility, and teamwork. Both table tennis and badminton are accessible, inclusive sports that cater to children of varying abilities, making them a popular and enjoyable option during lunchtime.

13. Competition

At St. Augustine's School, we believe in the importance of creating a balanced approach to Physical Education that fosters both personal development and healthy competition. This balance is essential for promoting not only physical fitness but also teamwork, resilience, and sportsmanship. We provide opportunities for children to engage in both individual activities that encourage self-improvement and team-based competitions that highlight the value of collaboration and collective success.

Inclusion of Competitive Activities

To enrich our Physical Education curriculum, we incorporate a variety of competitive activities throughout the school year. These activities are designed to engage children in friendly competition while helping them develop their skills and confidence. We offer a range of team sports and events, including:

- Football
- Netball
- Rounders
- Cross-Country
- Tag Rugby
- Athletics

By participating in these sports, children learn the importance of teamwork, communication, and strategic thinking. We take part in inter-school competitions, allowing our students to represent St. Augustine's against other schools and, whenever possible, compete at a county level. This exposure to a wider competitive arena helps to inspire children and broaden their understanding of sportsmanship and competition.

Intra-Tournaments for All Students

Starting in the academic year 2023-2024, we are excited to introduce our very own intra-tournaments held within the school. These tournaments will provide every child with the opportunity to participate in competitive games, regardless of their skill level or experience. The focus of these intra-tournaments will be on inclusion and fun, ensuring that every student feels valued and engaged.

The intra-tournaments will include various sports such as:

- Football
- Netball
- Hockey

These events will not only serve as an introduction to competition for many children but also help to build camaraderie and school spirit. Each tournament will be organised to ensure that all students can participate, learn from their experiences, and celebrate their achievements.

14. Assessment

At St. Augustine's School, we employ a comprehensive assessment strategy to monitor and evaluate our students' progress in Physical Education (PE). This approach utilises video evidence, objective trackers, and the Get Set 4 PE assessment portal to create a well-rounded collection of evidence showcasing each child's development. This evidence helps us understand where students are in their learning journey—whether they are working towards, at, or beyond expected levels.

Video Evidence for Assessment

We use video evidence at the beginning, middle, and end of each topic to capture the progress and performance of our students. By recording lessons, we can:

- Analyse Skills: Review specific skills and techniques demonstrated by each child.
- Track Improvement: Observe growth and development over time, allowing us to see the progress made from the beginning to the end of a unit.
- Provide Feedback: Offer constructive feedback to students based on their performance, helping them identify strengths and areas for improvement.

This collection of video evidence serves as a valuable resource for both teachers and students, enabling informed discussions about individual progress and achievements.

Objective Trackers for Monitoring Progress

Teachers utilise objective trackers to document students' performance in each lesson. This includes noting which children struggled and which excelled during specific activities. By maintaining these records, we can:

- Identify Trends: Recognise patterns in student performance over time, allowing for targeted support where needed.
- Plan Future Lessons: Adapt future lessons based on the documented successes and challenges of students, ensuring that all children receive the appropriate level of challenge and support.

Vocabulary Display and Subject Leader Assessment

To enhance learning and retention, we display relevant vocabulary in the classroom. This aids students in understanding and using key terms associated with each topic, further supporting their learning. The subject leader conducts assessments to ensure consistency and effectiveness in teaching and learning across the PE curriculum.

Utilisation of the Get Set 4 PE Assessment Portal

At St. Augustine's School, we are actively using the Get Set 4 PE assessment portal, accessible via their website. This platform allows for comprehensive assessments based on:

- Early Years Foundation Stage (EYFS): Assessments are formed using the physical early learning goals and are recorded on an assessment table using symbols that indicate whether each pupil is working towards, at, or beyond the goals.
- Key Stage 1 and 2 (KS1 & KS2): For these year groups, teachers can access specific assessment criteria for each activity area and generate comments using the assessment symbols on a class assessment table.

National Curriculum Alignment

Our assessments are informed by National Curriculum level descriptors, which clearly define what a pupil must understand, know, and be able to do at each level. This alignment ensures that our assessment practices meet national standards and provide a clear framework for evaluating student progress.

Classroom Assessment Practices

Class teachers assess children's performance in PE every lesson through:

- Observation: Monitoring how students engage with activities and respond to instructions.
- Differentiated Questions and Tasks: Tailoring questions and tasks to the individual needs of students, allowing for differentiated assessment based on their abilities.
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Teachers can print, edit, and adapt plans to help them track assessments more effectively. On their lesson plans, teachers note which children are Working Towards (WTS) or Greater Depth (GDS) in each activity. They can also document adaptations for elements that were not completed successfully, ensuring continuous improvement for future lessons.

Parent Engagement and Communication

Children's progress is discussed with parents during the final Parent Consultation evening of the academic year. Additionally, a written statement summarising each child's achievements in PE is included in their annual report. This transparency ensures that parents are well-informed about their child's development and performance in Physical Education.

15. Pupil Premium Funding and PE

Pupil Premium funding plays a key role in supporting equity and access within our PE curriculum. We strategically use this funding to ensure that all pupils, regardless of background, have equal opportunities to participate, succeed, and develop a positive attitude towards physical activity.

How Pupil Premium is used in PE:

- Access and participation: Funding supports subsidised or fully funded access to extracurricular clubs, competitions, and physical activity opportunities.
- Targeted intervention: Pupil Premium pupils are identified and offered additional physical activity sessions to build confidence, engagement and physical literacy.
- Resources and equipment: Additional equipment is purchased to remove barriers and provide inclusive opportunities.
- Coaching and enrichment: Funding supports specialist coaching, workshops and enrichment days to enhance the curriculum offer and broaden pupils' experiences.
- Skill development: Programmes are designed to develop not only physical skills but also pupils' social, emotional and cognitive skills through sport.
- Monitoring impact: Participation rates, confidence levels, and skill progression of Pupil Premium pupils are monitored to ensure funding has a direct, positive impact.

This aligns with our school's wider strategy to close gaps in attainment and support the whole child through physical activity.

16. Review

The monitoring of the standards of children's work and of the quality of teaching in P.E. is the responsibility of the P.E. subject leader. The work of the subject leader also involves supporting colleagues in the teaching of P.E., being informed about current development in the subject, and providing a strategic lead and direction for the subject in the school. The P.E. subject leader gives the head teacher an annual summary in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement. The head teacher and staff will review this policy annually according to the schedule in the School Improvement Plan.