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St George's CE Primary School, Chorley

Physical Education

Adopted by the Governing Body on: Insert Date

Signed (Chair of Governors):



Date of Next Review End July 2026
(not more than 12 months from the publication date)

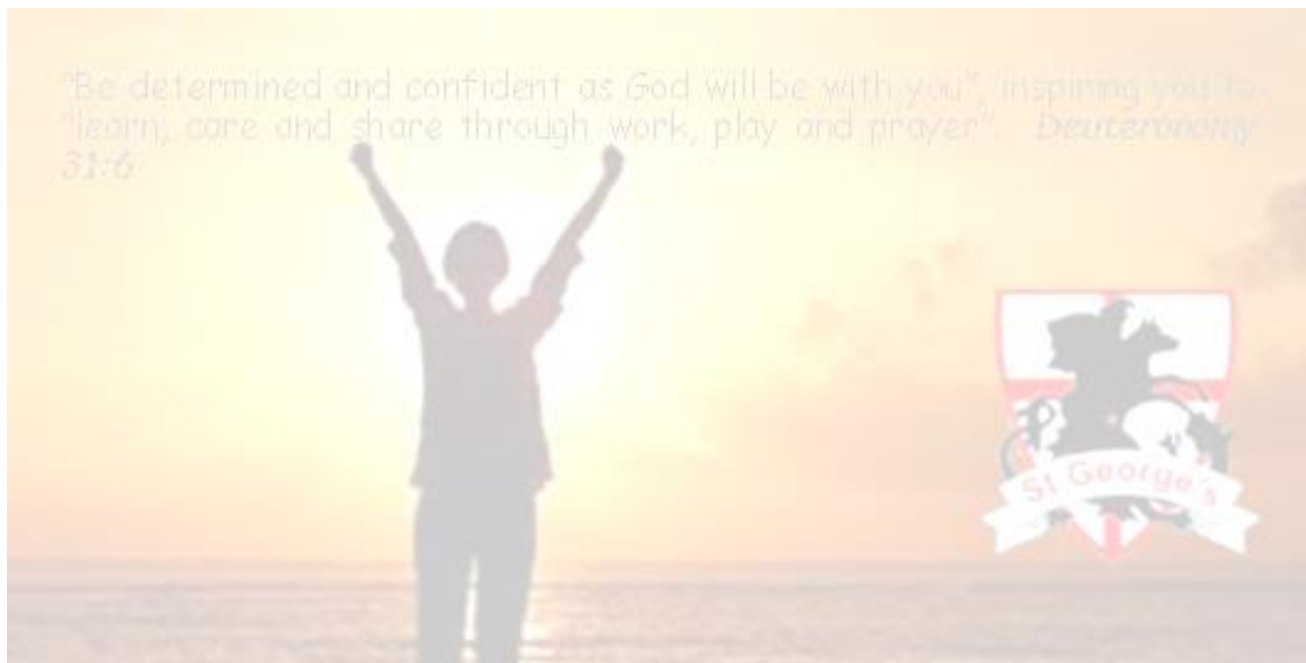
This document is available via the school website or from the school office on request



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Intent

What is the school's mission statement?

"Be determined and confident, as God will be with you, inspiring us to learn, care and share through work, play and prayer."

What is the school's vision for the subject?

In line with our mission statement we aim for children to be determined and confident in their Physical Education. The teaching and learning of PE at St George's focuses on the development and exploration of physical skills. Children are entitled to learn about the benefits of exercise and healthy eating and how to make informed choices about these as they grow. We strive to create an engaging, purposeful, relevant and challenging PE curriculum for all children.

How was the curriculum for the subject designed? (including statutory requirements)

The curriculum was designed to meet the requirements of the National Curriculum in a way that inspires and motivates the children to maintain a healthy lifestyle. The curriculum is designed to include specialist sports teaching from outside agencies as well as including units which were chosen to bring learning from other areas of the curriculum together. The Early Year's Physical Education curriculum focuses on embedding the 12 fundamental skills needed to progress with their physical development. Children were consulted on how they best learn and the results of these consultations led us to further develop our curriculum where the children are given new sporting opportunities. Parents were consulted on what is important for their children in order to tailor our Physical Education units to meet the needs of the children at St George's.

How is our curriculum aspirational for all pupils including those with SEND and more able?

At St George's we aim to aspire and include every child and provide them with full access to the PE curriculum, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make progress regardless of their individual ability. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. When progress falls significantly outside the expected range our assessment process then



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looks at a range of factors; classroom organisation, teaching materials, teaching style and differentiation so that we can implement additional support/guidance to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs. Intervention through Individual Education Plans (IEP) will also form a part of the child's PE learning as the IEP may include, as appropriate, specific targets relating to PE which will be filtered into the child's PE education.

More able pupils are challenged through the adoption of a 'mastery approach' to the Physical Education teaching, where pupils are challenged to deepen their learning and understanding. Children re-visit concepts and apply learning in gradually greater depth to ensure that skills are fully secure and transferrable. Teacher's planning outlines how more able pupils will be differentiated for to ensure that higher ability pupils consistently make good progress. Children who demonstrate greater depth in PE are provided with further enrichment opportunities outside of the curriculum provided by ourselves and other outside agencies.

Where can the long term, and/ or medium term plan be found?

A whole school overview of the Physical Education units and objectives can be found on the website. The website also has a long term plan for each class that includes all subjects including Physical Education. The overview and long term plans can also be found in Dropbox. Teachers use Lancashire's PE Scheme of work unit plans which can be found on the PE Passport app.

Implement

How is the subject implemented in the Early Years Foundation Stage?

We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.



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What professional development is offered to staff in relation to the subject?

The subject leaders have attended the PE Subject Leader course run by Lancashire and have also attended subject leader courses led by Chorley Schools Sports Partnership (SSP). Information from courses and advice following lesson drop ins and planning looks is provided to staff in staff meetings. Outside agencies have worked with the children and continue to work with the children on a range of Physical Education skills. These outside agencies include; Chorley SSP, Lancashire Cricket Foundation, local Sports Instructors and the local high school. Staff gain a wealth of subject knowledge from these outside agencies. Staff are encouraged to ask for subject leader support or attend training in the subject if required.

What resources are used to support the planning of the subject? (schemes of work etc)

We have adapted the current Lancashire scheme of work to the local circumstances of St George's. As required in Key Stage 1, we teach dance, games and gymnastics, plus some athletics in the summer term. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus three other activities: swimming and water safety, athletics and outdoor and adventurous activities. The Lancashire scheme of work allows us to plan the PE activities so that they build upon the prior learning. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school. Within the PE Passport app the lesson plans are supported by photographs, equipment lists and video links to enable detailed planning to be carried out.

How is learning sequenced to build on prior learning and prepare children for the next stage in their education?

Teachers familiarise themselves with learning from the previous year by referring to the long term plans. This ensures that learning is not repeated and children are constantly making progress. The long term plans were devised in a way that objectives follow on from each other and progression is evident each term and each year. Assessments are passed on from the previous teacher in order that the current teacher can implement strategies to support children working below year group expectation and provide adequate challenge for those working at year group expectation and at greater depth.

What resources are available to support the implementation of the subject?

The school has a range of equipment available to support the implementation of this Physical Education. These can be found in the PE resource cupboards located in the hall and outside. PE



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subject leaders arrange ordering the necessary equipment for the year ahead and carry out health and safety checks on the larger pieces of equipment. Within the PE Passport app the lesson plans are supported by photographs, equipment lists and video links to enable detailed teaching to be carried out.

How are parents involved in the subject?

Each half term extra curricular clubs are shared with the parents on the school newsletter and calendar. The curriculum focus for each class is sent home on the half termly class curricular newsletter. Seesaw and social media is used to share children's learning with parents and they often comment on what their child has achieved in PE lessons. Parents are also encouraged to share any home activities through Seesaw and social media. Parents support all of our sporting competitions and events both within and outside of school.

Impact

How is progression helping children to acquire new skills and know and remember their learning?

The long term plans designed by the Subject Leaders include objectives that are sequenced in way that they build on previous learning and ensure progression. For example in Key Stage One children are taught skills which build upon their fundamental skills and introduce team games and in Key Stage Two they continue to further develop on their Physical Education skills and begin to apply these into competitive sports whilst self and peer evaluating. Teachers are familiar with previous learning and refer to this when teaching new concepts. Children are therefore given opportunities to continuously embed previous skills and learn new ones.

What are pupil attitudes to this subject, how are they gathered and how does pupil voice influence subject development and improvement?

Pupil questionnaires are carried out on a yearly basis in order provide a curriculum that meets the learning styles, needs and interests of the children. The subject leaders carry these out with a range of children across both key stages. For example, Years 1 and 2 basketball club was well received by the children and therefore was rebooked with Chorley SSP for the following year. The subject leaders also have regular informal discussions with class teachers to gauge pupil attitudes and make changes to the curriculum, teaching approaches and equipment where necessary.



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How do children record their learning?

- Seesaw
- PE Passport app
- Facebook
- Videos/Photographs

How is feedback given to children?

- Verbal feedback
- Providing links with local clubs for them to participate in

How and when is the subject assessed?

Teachers assess work each lesson through observation and discussion. Children assess their own work against the success criteria. Teachers assess children in line with St George's assessment policy at the end of each unit against the objectives taught and record these assessments on the Long Term Plan. Teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit and upload these assessments onto the PE Passport app. At the end of each year, teachers use these assessments to assess children against the Key Learning Indicators of Progression (KLIPs) as either Entering, Developing or Securing within a year group. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

How do assessments impact future learning?

Teachers use each lesson's assessment to adapt the planning for the next lesson in order to address misconceptions, achieve unmet objectives or provide challenge to more able learners. Assessments are passed on from the previous teacher so the current teacher can implement strategies to support children working below year group expectation and provide adequate challenge for those working at year group expectation and at greater depth.

How and when is the curriculum map reviewed?

Teachers use half termly assessments to adapt the curriculum map for the next half term in order to address misconceptions, achieve unmet objectives or provide challenge to more able learners. The Subject Leaders and class teachers review and adapt the curriculum map at the end of each year in



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order that improvements can be made for the next academic year. This also involves discussion with the previous class teacher to ensure that the curriculum map meets the needs of the next class.

