

Vision, Christian Ethos & PE Intent

At Skerton St Luke's, we believe every child is made in God's image and has unique gifts. Our PE and sport provision embody our Christian values of service, respect, community and love.

Through PE we aim to:

- Nurture children's physical, emotional and spiritual growth, enabling them to flourish in body and spirit.
- Encourage development of character traits such as perseverance, fairness, compassion, and resilience.
- Ensure that every child, regardless of background or ability, is included, valued, and given opportunities to succeed and represent the school.
- Promote a lifelong love of physical activity, healthy habits, teamwork and well-being.

Aims & Objectives

PE at Skerton St Luke's aims to ensure that all pupils:

- Develop increasing competence, control and confidence in a wide range of physical activities including games, dance, gymnastics, athletics, outdoor & adventurous activities, swimming & water safety.
- Understand how their bodies respond to exercise, and learn to make informed choices about physical activity for lifelong health.
- Work and play cooperatively and competitively, learning respect, fair play and teamwork.
- Experience enjoyment and creativity in physical activity, building positive attitudes and motivation.
- Are included fully, regardless of ability, SEND, or background — with appropriate support and adaptations to meet individual needs. (Expanded Inclusion / SEND commitment — new)
- Have equitable access to extracurricular sports, clubs and representation opportunities. (New commitment)
- Represent Skerton St Luke's at least once by the end of Year 6 — in sport, leadership, or inclusion festivals. (New commitment)
- Develop leadership, responsibility and service to others through sport (e.g., playground leaders, sports ambassadors). (New commitment)

Inclusion, SEND and Equal Access Policy

PE is for everyone at Skerton St Luke's. We commit to:

- Teaching PE to all pupils whatever their individual needs, abilities or background.
- Using the school's PE programme — now enhanced with the Lancashire PE Passport — to plan differentiated and adaptable lessons. (New commitment)
- Providing alternative equipment, adaptations to tasks, differentiated outcomes and varied grouping to ensure every child can access and benefit. (New commitment)
- Identifying pupils who may need extra support, and working with SEND staff / parents / carers / outside agencies to tailor PE provision. (New commitment)
- Ensuring fairness and equity in extracurricular clubs, representation, and sports leadership opportunities. (New commitment)
- Monitoring participation — in lessons, clubs and competitions — by pupil group (including SEND, disadvantaged, gender, etc.), to ensure equal access and identify barriers. (New commitment)

When a pupil's progress falls significantly outside expectations, we recognise this may indicate a special educational need. Assessment will examine equipment, teaching style, differentiation and access; additional or different provision will be planned accordingly.

We also commit to full risk assessment and supervision for all children, including those with additional needs, especially during off-site or competitive events. (Expanded Health & Safety and Inclusion)

PE Curriculum & Organisation

Curriculum Framework & Planning

- We follow the Lancashire PE Passport scheme of work as the backbone of our long-term, medium-term, and short-term PE planning. (Expanded use of PE Passport)
- In Key Stages 1 & 2, we cover national curriculum expectations: dance, games, gymnastics, athletics, outdoor activities; in KS2 we include swimming & water safety.
- Planning is structured to ensure progression: children build on prior skills, with units increasing in challenge as they move up the school.
- In Early Years (Reception) we follow Early Learning Goals: supporting physical development through a mixture of indoor and outdoor play, gross and fine motor activities.

Cross-Curricular Links & Whole-Child Development

PE contributes to other areas of learning and development, including:

- English (describing performance, evaluating, using vocabulary)
- Mathematics (measuring distances, times, recording results)
- PSHE / Citizenship (teamwork, leadership, healthy lifestyle, social interaction)
- Spiritual, Moral, Social and Cultural development — building respect, empathy, fairness, community and cooperation through group activities, competition, shared values.

We believe PE is a powerful vehicle for embedding our Christian ethos, encouraging values such as kindness, respect, perseverance, fairness, and service. (Expanded mission alignment)

Use of PE Passport & Assessment

We use the Lancashire PE Passport app to:

- Maintain an individual profile for every pupil, tracking progress, participation, strengths and areas for development. (New commitment)
- Record evidence — photos, videos, coaching logs, competition participation, extracurricular attendance — securely. (New commitment)
- Monitor inclusion and access for all pupils (SEND, disadvantaged, etc.). (New commitment)
- Track representation opportunities and ensure every child has had at least one by Year 6. (New commitment)
- Provide data for reporting to governors, parents, and for school evaluation. (New commitment)

Assessment is continuous and formative: teachers observe during lessons, pupils self- and peer-evaluate, and use PE Passport to log attainment against learning objectives. At the end of each unit / year, teachers make judgements that feed into overall school reporting.

Representation in Sport & Extra-Curricular Provision

Representation Commitment

We guarantee that every child will represent Skerton St Luke's in a sporting or physical activity context by the end of Year 6. This may take the form of:

- External events: inter-school festivals, School Games, local club links, friendly fixtures
- Internal events: intra-school competitions, house tournaments, skills days
- Inclusive / non-competitive festivals or activities
- Leadership roles: officiating, team-leadership, sports ambassador, peer mentor
- Virtual / community / home-based physical activity showcases

This ensures that all pupils experience belonging, pride, achievement and representation — regardless of physical ability or sporting confidence. (New commitment)

Clubs & Extra-Curricular Offer

We provide a broad and inclusive extracurricular sports programme, including:

- Seasonal sports clubs (Football, Netball, Athletics, etc.)
- Girls Football
- Dance
- Multi-skills clubs
- SEND-friendly and inclusive participation groups
- Lunchtime and after-school activity sessions
- Leadership Training (e.g., playground leaders, sports ambassadors)

Daily Physical Activity – Active 60 Minutes

We acknowledge the physical and mental health benefits of regular activity. To support this we adopt an Active 60 Minutes approach:

- Children have at least 30 minutes of structured or semi-structured physical activity during school (PE lessons, active breaks, outdoor play, active learning) (New commitment)
- We encourage families and carers to support a further 30 minutes of physical activity outside school — walking, cycling, domestic play, active clubs, recreation (New commitment)
- We embed physical activity throughout school life, promoting healthy, active habits for life (New commitment)

Health & Safety, Risk Assessment and Inclusion in Activities

We maintain rigorous standards to ensure safety and inclusivity:

- All PE lessons and activities follow school Health & Safety policy.
- Pupils wear appropriate PE kit (indoor and outdoor), including for swimming; jewellery removed; long hair tied back; appropriate footwear.
- Adaptations provided where required (e.g. alternative equipment, modifications) for pupils with SEND or physical needs. (New commitment)
- Risk assessments conducted for all off-site activities, swimming sessions, competitive events, ensuring safe and inclusive participation for all. (Extended commitment)

Leadership, Values, Inclusion & Pupil Voice

We provide opportunities for pupils to lead, serve, and contribute:

- Sports Ambassadors / Playground Leaders / Pupil Leaders — roles given to children to support, lead games and support inclusion (New commitment)
- Values-Based Sport — we explicitly teach and expect values such as respect, fairness, kindness, perseverance, service — reflecting our Christian ethos (Expanded commitment)
- Pupil Voice — we survey, consult and involve pupils in planning PE, clubs and activities; we encourage feedback about what works, what might exclude, and how to improve provision (New commitment)

We believe these leadership and community aspects help children grow not just physically, but spiritually and socially.

Resources, Staffing, CPD & Community Partnerships

- We maintain a wide range of PE resources (equipment, apparatus, access to hall, field, local swimming pool) and ensure safe storage and supervision.
- Staff access planning, schemes of work and resources electronically, and adapt lessons to meet class and individual needs.
- The PE subject leader provides strategic oversight: supporting colleagues, monitoring coverage, inclusion, participation, representation; advising on resource needs; driving improvement. (Expanded leadership role)
- We commit to providing annual CPD for staff including inclusive PE, SEND awareness, differentiation, use of PE Passport and external coaching/partnership support (New commitment)
- We work in partnership with local schools, community sports clubs, local authorities and external coaches to extend opportunities, resources and competition access (New commitment)

Monitoring, Evaluation & Review

The PE subject leader is responsible for:

- Annual summary report to Headteacher and Governors detailing strengths, weaknesses, participation, inclusion, representation, SEND access, extracurricular uptake and resource needs (Expanded monitoring)
- Producing an annual PE & Sport Action Plan (aligned to School Improvement Plan) to address identified areas for development (New commitment)
- Regular review of medium- and short-term planning, assessment data (via PE Passport), and equal access metrics (New commitment)
- Consultation with staff, pupils, parents/carers and governors to evaluate the success of PE provision, inclusion and representation commitments (New commitment)
- Ensuring the policy is reviewed at least every two years (or sooner if statutory or local guidance changes) — next review due Spring 2025 (as per previous cycle)

Policy Acceptance

This policy was adopted by Skerton St Luke's CE Primary School in January 2026.

It will be reviewed by the PE subject leader, in consultation with staff and governors, by Spring 2027 (or earlier if required).

