








St Teresa's Catholic Primary School - PE and Catholic Social teaching

Catholic Social Teaching Principle	How CST is incorporated in EYFS	How CST is incorporated in KS1	How CST is incorporated in LKS2	How CST is incorporated in UPKS2
 <p>Everyone is special <b>Human Dignity</b></p>	<p>Celebrate each child's achievements (big or small).</p> <p>Emphasise that everyone has different abilities and that all efforts matter.</p> <p>Provide varied equipment so all children can access success.</p>	<p>Promote "Personal Best" activities to reduce comparison.</p> <p>Celebrate perseverance over performance in fundamental movement skills.</p>	<p>Provide opportunities for self-chosen challenges (distance, speed, control tasks).</p> <p>Emphasise respectful language during paired evaluations.</p>	<p>Use self- and peer-assessment that focuses on constructive feedback.</p> <p>Value each child's role within more advanced team dynamics.</p>
 <p>Thinking of everyone <b>The Common Good</b></p>	<p>Teach children to tidy up equipment as a shared responsibility: "We look after our space because it helps everyone."</p> <p>Encourage children to help others: "Can you show a friend how to do it too?"</p>	<p>Play team games where success depends on cooperation, not individual performance.</p> <p>Teach children that taking turns, sharing equipment, and cheering others on helps everyone enjoy PE.</p>	<p>Teach children to compromise and make team decisions with fairness (roles, tactics, turn order).</p> <p>Provide opportunities where children must work out how to achieve a challenge as a team (problem-solving OAA).</p> <p>Emphasise that rules keep everyone safe and allow all to flourish.</p>	<p>Encourage pupils to lead warm-ups, officiate, or coach younger children to improve the overall community's wellbeing.</p> <p>Introduce more complex team strategies where shared responsibility leads to group success.</p> <p>Facilitate discussions on fairness, inclusion, and ethical behaviour in sport.</p>
 <p>Taking part <b>Participation</b></p>	<p>Play simple cooperative games (parachute, circle games).</p> <p>Encourage turn-taking, sharing, and helping others in movement tasks.</p>	<p>Cooperative games that require communication (e.g., partner balances).</p> <p>Use mixed-ability pairing to build inclusiveness.</p>	<p>Increase team-based activities (invasion games, relays, dance groups).</p> <p>Develop listening, communicating, and group problem-solving.</p>	<p>Leadership roles expand: captains, officiators, warm-up leaders, strategy planners.</p> <p>Pupils collaborate in choreographed dances, team tactics and athletics relays.</p>

 <p>Caring for God's gifts <b>Stewardship</b></p>	<p>Use outdoor exploration to teach respect for nature (taking care of their surroundings, collecting litter).</p>	<p>Use playground games to remind children to leave spaces tidy.</p> <p>Introduce water-bottle recycling or eco-friendly PE habits.</p>	<p>Outdoor PE includes talking about respecting facilities and natural resources.</p> <p>Use orienteering to promote stewardship of the environment.</p>	<p>Promote environmentally responsible behaviours in outdoor athletics and OAA.</p> <p>Encourage pupils to lead on eco-conscious initiatives in PE (reusing materials, reducing waste).</p>
 <p>Showing we care <b>Solidarity</b></p>	<p>Model kindness (e.g., helping a friend who falls).</p> <p>Use language like "We are all a team" during group activities.</p>	<p>Teach and model good sportsmanship: cheering, congratulating, supporting.</p> <p>Use reflection times: "How did we help others today?"</p>	<p>Teach pupils how to resolve disagreements fairly in competitive games.</p> <p>Highlight global sports heroes who demonstrate unity, fairness and anti-racism.</p>	<p>Embed strong sportsmanship in competitive settings (tournaments, inter-school fixtures).</p> <p>Discuss how sport can promote peace, unity and inclusion on a global scale.</p>
 <p>Putting people most in need first <b>Preferential Option for the Poor</b></p>	<p>Provide additional adult support for children struggling with motor skills.</p> <p>Create quiet or low-pressure spaces for anxious children in busy lessons.</p>	<p>Provide adapted equipment (lighter balls, bigger targets, visual cues).</p> <p>Ensure children who lack confidence have clear roles in team activities.</p>	<p>Identify pupils with low self-esteem or motor challenges and assign supportive team roles.</p> <p>Scaffold leadership opportunities for quieter or less confident pupils.</p>	<p>Ensure all pupils are able to participate: adaptations for SEND, confidence-building tasks.</p> <p>Offer mentoring roles where more skilled pupils support others.</p>
 <p>Being peacemakers <b>Promoting peace</b></p>	<p>Introduce safety routines ("We look after our bodies by warming up").</p> <p>Teach respect for equipment through tidy-up games.</p>	<p>Children help to create class PE rules for fair play.</p> <p>Teach responsibility in setting up/putting away equipment safely.</p>	<p>Teach the importance of rules in games and why fairness matters.</p> <p>Pupils help officiate games and take responsibility for accurate scoring.</p>	<p>Pupils help run parts of lessons (set-up, refereeing, equipment care).</p> <p>Teach connections between physical activity, health rights, and self-care responsibilities.</p>