








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 |
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|  <p>Everyone is special Human Dignity</p> | <p>Celebrate each child's physical 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 The Common Good</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 class discussions on fairness, inclusion, and ethical behaviour in sport.</p> |
|  <p>Taking part Participation</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> |

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|  <p>Caring for God's gifts Stewardship</p> | <p>Use outdoor exploration to teach respect for nature (not trampling flowers, 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 Solidarity</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 Preferential Option for the Poor</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 Promoting peace</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> |