

# Hazel Slade Primary Academy



**Physical Education  
Policy**



## Hazel Slade Primary Academy

### Physical Education Policy

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## 1. Introduction

At Hazel Slade Primary Academy we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. PE in our school focuses on the development and exploration of physical skills while developing confidence in a way which also supports children's health and fitness.

We intend to develop children's knowledge, skills and understanding of PE, so that they can perform with increasing competence and confidence in a range of physical activities. In addition, we intend to promote an understanding of their bodies in action. It involves thinking, selecting and applying skills, promoting positive attitudes towards a healthy lifestyle. We intend to ensure children to make informed choices about physical activity throughout their lives.

## 2. Curriculum Statement

### Intent

The whole school PE curriculum offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the requirements of the PE National Curriculum. The scheme of work we use (PE Passport) ensures that children have a varied and well mapped out PE curriculum. It provides the opportunity for progression across the full breadth of PE. This progression is clearly identified on progression maps and each lesson has been carefully planned to match these.

In Key Stage 1, the focus of PE is on the development of the fundamental skills that will be built upon in Key Stage 2 when they are applied to specific sports. It is our intention to develop a lifelong love of physical activity in all young people. We aim to help ensure a positive, healthy physical and mental outlook and help young people to develop essential skills like leadership and teamwork.

Within each lesson, we strive to give every child the opportunity to develop skills in PE, consider the impact on their health and fitness and compete/perform and evaluate. These elements are always clearly identified both in lesson plans and on progression maps. All lessons are carefully differentiated which helps to ensure that learning is as tailored and as inclusive as possible. Swimming is an important life skill, and we aspire for all children to leave our school being able to swim at least 25 metres.

### Implementation (see also Appendix 1)

Our detailed lesson plans ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Technical glossaries and adult guidance support teachers in their subject knowledge, allowing them to share technical vocabulary and skills clearly, confidently and concisely. Our overarching aim is for teachers to have the knowledge and skills they need to feel confident in teaching all areas of PE, regardless of their main areas of expertise. Lessons are planned to ensure that children are given the opportunity to practise existing skills and build on these to develop new or more advanced skills. There is a structure to the lesson sequence whereby prior learning is always considered and opportunities for revision and practise are built into lessons. However, this is not to say that this structure should be followed rigidly: it allows for this revision to become part of good practice and ultimately helps build depth to the children's knowledge, skills and understanding in PE. Formative assessments are used after each lesson or unit which teachers can review and update after each week if necessary, recording the children's achievement.

- We provide challenging and enjoyable learning through a range of sporting activities including invasion, net and wall, strike and field games, gymnastics, dance and swimming
- Children participate in one PE lesson each week, covering a different sporting activity every half term
- Our long-term overview sets out the PE units/activities which are to be taught each half term throughout the year and ensures that the requirements of the National Curriculum are fully met
- We use and adapt a scheme of learning from PE Passport to ensure planning, content and delivery is age appropriate. This scheme ensures lessons, year on year, are progressive

- Our assessment for learning comes through our scheme which we complete after each lesson or unit to ensure our data is accurate and up-to-date
- The emphasis of our PE curriculum is inclusive for all children regardless of sporting ability. We provide suitable learning opportunities for all children, including those with SEND
- A swimming pool is on site during the Summer term for a three week period, where children in KS2 can access lessons
- We promote both participation and competition through P.E and sport. We ensure all children experience competition at some level, individually or in a team, within lessons
- All children in KS1 and KS2 have the opportunity to participate in extra-curricular sports activities throughout the year
- All children in KS2 participate in the daily mile to promote health, fitness, mental wellbeing and personal challenge and resilience. Children can compare their performance with previous ones and strive to improve their personal best

### 3. Impact

Each unit of our curriculum is mapped to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content. Attainment and progress can be measured using our assessment tool on PE Passport. By using PE Passport, we see an increase in the profile of sport, PE and physical activity across the school. With technical PE vocabulary spoken and used by all learners, the learning environment is more consistent across both key stages. PE lessons are fun, enjoyable and challenging and all children can achieve, to the best of their ability, in a supportive, safe and stimulating environment. Our pupils are physically active, and this has a positive impact on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of regular exercise and activity for their physical and mental wellbeing. We aspire for all children to enjoy PE and develop a love of sport and physical activity, which hopefully becomes part of their future life outside of Primary School. In PE, we also measure impact by:

- Regular learning walks
- Pupil voice
- PE Premium spend analysis
- Assessment data
- Photo records of children's practical work

### 4. Assessment

Assessment of PE is ongoing. Formative and summative assessments are used during lessons to accurately meet the needs of the pupils. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are fully inclusive of the children's needs and physical ability.

### 5. Resources

PE equipment is stored safely in the PE cupboard in the school hall, children are not allowed in the PE cupboard. The cupboard is regularly checked by the PE lead to ensure it is tidy and organised. Staff are advised to inform the PE lead of broken, damaged or lost equipment so that replacements can be ordered. Annual PE equipment checks take place using an external agency and repairs/replace happen accordingly.

## 6. Organisation

Under the 2014 PE curriculum, PE is a statutory subject and although there is no statutory requirement for time spent engaging in PE lessons, Hazel Slade is working towards the DfE recommendation of 2 hours per week. Pupils have one PE lesson per week, this is often supplemented through additional physical activities, such as the daily mile and forest school.

At Hazel Slade, children will attend swimming lessons at school during Summer 2.

## 7. EYFS

We recognise the importance of physical development in the Early Years as a key area of learning. There are two strands under physical development: moving and handling and health and self-care.

- Moving and handling – children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space
- Health and self-care – children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe

Children in EYFS access time and space to enjoy energetic play daily, using an outdoor space and different equipment. All EYFS pupils access Forest School, where they develop their moving and handling skills, teamwork skills and health and self-care. In addition, children in EYFS have physical development time where they can develop their movement skills through games with beanbags, cones, balls and hoops.

## 8. KS1/KS2

In KS1 our children develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. Children learn to engage in competition both against themselves or in groups and learn to co-operate with team members to improve their game. Every KS1 pupil has a session of Forest School per week, this is in addition to their PE lesson.

In KS2 our children continue to implement and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movements. Children improve their ability to communicate, collaborate and compete with each other learning to take the wins with the loses. Children develop an understanding of how to succeed in different activities and sports and learn how to evaluate and recognise their own success.

## 9. Equal Opportunities and Inclusion

Children at Hazel Slade are provided with equal opportunities to participate in a curriculum where there are no barriers to access based on race, sex, religion, culture or ability. Our PE lessons aim to provide a quality experience which challenge all children. Consideration will be given to those children with special educational needs, whether they have disabilities or a particular talent. We will respond to an individual's requirements for curriculum access through differentiation of tasks.

## 10. Role of Subject Leader

The subject leader will:

- Monitor teaching and learning throughout the school
- Keep up to date with new learning and inform staff
- Support colleagues with new scheme of learning which will act as a basis for teaching
- Aim for excellent teaching competency across the school
- Ensure that PE resources are available and appropriate to the needs of the staff
- Audit resources regularly and take overall responsibility for equipment and resources

- Ensure all children have the opportunity to engage in extracurricular activities to develop skills further
- Assist with record keeping and assessment of the subject

## **11. Health and Safety**

We always encourage children to consider the health and safety of themselves and others. To minimise risk or injury children should:

- Dress appropriately in school PE kit, including appropriate footwear
- No jewellery should be worn in PE lessons and hair should be tied up
- Children will be trained to lift and carry equipment safely and under adult supervision
- Any damage to PE equipment should be reported as soon as possible

## **12. PE Kit**

Children must wear appropriate kit when taking part in PE. Dark shorts/jogging bottoms, a polo shirt and sensible footwear are required to take part in PE lessons. Children can wear kit to school on their PE days as it gives the children more time in their PE lesson. This also helps minimise the number of non-participants.

## **13. Jewellery and Hair**

Wearing jewellery is not permitted during PE lessons, children should remove all jewellery before lessons. Pupils should tie hair up on PE days.

## **14. Weather**

It is encouraged that outdoor PE lessons take place in all seasons and in as many weathers as possible. Classes are timetabled a hall slot so if the weather is bad children can use the hall. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

## **15. Hygiene**

Pupils are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in Upper Key Stage 2.

## **16. Staff Dress**

It is important that staff consider their own and their pupil's safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.

## **17. Monitoring and Evaluation**

It is the responsibility of our governing body to monitor the effectiveness of this Physical Education policy. This policy will be reviewed annually.

Next Review October 2025

## APPENDIX 1

### High Quality Teaching and Learning at Hazel Slade Primary Academy

We aim to deliver high-quality teaching in all areas of the curriculum at Hazel Slade Primary Academy to ensure we achieve the best outcomes for all of our pupils. Teachers are mindful of the differing needs within their class, ensuring over scaffolding is not taking place as well as under scaffolding. We know retrieval practice supports retention; we therefore use our retrieval starters to embed learning throughout the curriculum. Where appropriate digital technology is used to 'Enable engaging and accessible learning for all'.

All lessons include our 6 clear teaching principals:

1. **Conversations** – this will come in the form of 1:1 and group conversations. Feedback will be given to the children to ensure all children can progress. This will include breaking skills down into smaller chunks so the children can succeed but will also include adding steps for children to progress. Children will also have the opportunity to give feedback on their own learning and ask questions on how to move their learning forward.
2. **Questioning** – promoting curiosity is the driver for learning, children need to be curious and ask questions, in order to extend knowledge.
3. **Monitoring and Modifying** – retrieval skills are used through our flashbacks at the start of learning. Planning through problem solving tasks – this can be seen through planning tactics in team games, planning sequences of movements and planning ways to complete tasks. Completing tasks can be seen through the completion of skills, this may be broken down into smaller steps or progressed further forward. Reviewing can be seen through evaluation at the end of a lesson, this may be a peer-on-peer evaluation or an individual evaluation.
4. **Explaining** – lots of explaining in PE comes through the physical demonstration of skills – this can come in the form of teacher or pupil demonstrations or with the use of technology. Scaffolding will take the form of break skills down into smaller, more achievable steps, selecting appropriate activities for the children and not following the scheme prescriptively, changes of resources to help the child achieve, adding additional challenges for those children who need it.
5. **Composition** – teachers are aware that the National Curriculum is at the centre of all of our teaching, regardless of what scheme we use. Before each lesson our scheme is checked and adapted to meet the expectations of the NC. Examples of skills can be shown in different ways in PE to make sure the aims of the lesson can be achieved; teacher led demonstrations, child led demonstrations and with the use of technology. Children will be told how the learning fits the overall picture explaining how a specific skill can fit into game-based learning.
6. **Embedding** – although new skills or progressions of skills are learnt in each lesson, previous skills/progressions of skills are recapped either through a warmup activity or before the next progression happens. Children will be unable to progress in PE unless the previous progression taught has been recapped.