



## P.E POLICY

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## PE Policy

### **Rationale**

At Hampton Primary School, we recognise how important physical education is to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development. Physical activity has been proven to improve health, reduce stress and aid concentration whilst ensuring correct physical growth and development occurs.

As a key area of learning within the National Curriculum, we strive to provide all children with a broad and balanced programme of physical education that is enjoyable, vigorous, purposeful and regular. Through providing positive experiences, a lifelong interest in physical activity is encouraged. The range of physical activities offered at Hampton is wide and includes athletics, dance, games, gymnastics, swimming and outdoor education. In addition to this, children can have enriched sporting experiences with Mr Sargeant (Sports HLTA), who is qualified in, Lacrosse, Fencing, Archery, Basketball, Handball and Gymnastics, which is designed to satisfy the needs, abilities and interests of all individual children.

At Hampton, each class will receive two hours of physical activity per week. Currently, classes receive one Physical Education session with Mr Sargeant and are timetabled to have another Physical Education session per week with their class teacher.

### **Aims:**

1. To promote healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity inside and outside school by developing a positive attitude and interest in a wide range of physical activities as well as raising awareness of issues regarding Health-Related Fitness.
2. To contribute to the physical development of each child: size, strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child (i.e. aesthetic appreciation and understanding dance and gymnastics).
4. To help establish the individual child's self-esteem and confidence whilst developing social skills (collaborating in groups, playing fairly to rules, mixing with children from other schools, competing against others).
5. To ensure every class includes 6 level 1 competitions over the year. Intra house competitions happen every term based on what they have been learning in PE with the PE HLTA.
6. To provide the opportunity to take part in after school sports club over the academic year.

## Guidelines

Hampton Primary School will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the National Curriculum.
- Aim to ensure every child moving onto secondary school can swim 25m and has basic water skills.
- Ensure children have the opportunity to represent Hampton in competitive sports fixtures.
- Aim to develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Integrate PE into other curriculum areas where possible (e.g. use of athletics data in ICT and number work in both numeracy and PE lessons)
- Provide equal opportunities – inclusion of SEN and physical disabilities.
- Involve the outside community where possible e.g. Sports Day where parents are invited, interschool matches and fundraisers.
- Ensure children have a PE kit. Those children who are vulnerable or disadvantaged a PE kit is provided. For those children who forget their PE kit, there is a central resources of PE kit which can be used.
- Adapt lessons for children with disabilities and medical conditions, taking into account children with special needs, through modified and mini versions of games and practices.
- Provide enjoyable experiences, where positive attitudes of sensitivity, collaboration, competitions and tolerance may develop.
- Promote the take up of sport and competitive fixtures amongst girls, who have been historically underrepresented.

## The PE curriculum

### Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns.

## **Key stage 2**

Pupils should continue to apply 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 movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- Perform dances using a range of movement patterns
- Take part in outdoor and adventurous activity challenges both individually and within a team
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations.

## **Curriculum Framework**

Teachers should use the Greenacre PE planning; each year group leader has the PE pack for their year group. The resources can also be found on KLZ.

### **Units of Work**

Teachers are to use the timetable provided by the PE team on the staff area. Teachers will ensure these units are being followed throughout the year. Each year group will follow two units of work, one to be taught by Mr Sargeant and one to be taught by the relevant class teacher each term.

## Basic Lesson Plan

Lessons should follow the same structure as any lesson in the classroom, if unsure, please use the following as a guide:

1. Warm up – 3 to 5 mins light exercise and stretching – discuss purpose, muscles and health.
2. Introduction (or revision) – individual or pair work – share LO and SOS.
3. Development – more challenging tasks in small groups.
4. Conclusion – transfer of skill/s learnt to final activity e.g. playing small, sided games or performing a sequence in gymnastics – assess against SOS and LO.

Further points to consider:

- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible – try to vary children chosen.
- Generally, sit the class down when showing demonstrations (facing away from the sun if outside). Make sure they are watching and listening.
- Select a mixture of competitive and non-competitive activities.
- Provide lots of activity and maximum involvement – do not play full-sided games where the weaker players will have little contact with the ball.
- Mix abilities where appropriate. In games, this will develop the skills of the weaker players and ensure fair competition. In dance and gymnastics this will encourage less confident children to be more involved in a group activity.
- Encourage competition and the ideas of doing one's best work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of pupils – e.g. in rounders progressing from: throwing a ball, to using wide tennis bats, to using rounders bats.
- Question pupils and encourage the class to develop an awareness and understanding of how to use the skills they have learned appropriately, e.g. when to use a bounce pass in netball rather than an overhead pass.
- Encourage independence by ensuring pupils have opportunities to express and develop their own ideas. For example, children creating their own games with their own rules and scoring system.

## **Cross Curricular Links**

Ways in which PE can be taught in cross curricular ways are:

### **Science**

- Health and Fitness

### **Maths**

- Speed
- Distance
- Time
- Measuring
- Recording
- Handling Data

### **English**

- Speaking and listening
- Subject specific vocabulary
- Writing match reports
- Writing rules of games played or made up.

### **Music**

- Rhythm
- Tempo

### **Computing**

- Use of stop watches
- Use of digital camera and digital video
- Use of internet for researching sports events
- Recording data

### **History**

- Dances relating to a period of time

- How sports have developed over the years
- History of the Olympics

## **Health and Safety**

### **PE Kit**

In the interests of safety and hygiene, teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children. Hampton Primary School PE kit is compulsory and consists of:

- Black PE shorts
- House colour t-shirt
- Socks
- Trainers suitable for outside or plimsolls
- Tracksuits may be worn during colder weather

All jewellery must be removed for PE. If a child has newly pierced ears (6 weeks or less) then earrings must be covered completely by tape provided by the parents.

Hair that touches a child's shoulders must be tied back in order to prevent entanglement in apparatus and to prevent it obscuring vision.

Pupils who fail to bring in their PE kit will require to borrow school kit.

When taking part in activities such as dance or gymnastics, children will be bare foot.

For swimming lessons, children must bring a towel and girls must wear a swimming costume and boys must wear swimming trunks. Children are NOT allowed to swim in underwear. Teachers and learning support assistants from Hampton are allowed to go in the water to encourage children's confidence.

### **General Points**

- Teachers should also wear appropriate clothing to teach PE in. (Hampton Staff T-Shirt or hoodie, appropriate shorts or tracksuit bottoms and trainers.)
- Teachers will not take responsibility for looking after jewellery.
- Children should bring a note if they are unable to participate through illness or injury. Staff should be vigilant if a pattern of non-participation is established for a variety of reasons (including child protection issues).
- Children who are not going swimming due to illness or injury, should stay at school with another class.

- In all other PE lessons children not participating should remain with their class helping in the lessons or doing PE related work.

### **Accidents**

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes, the learning support assistant should accompany the child to apply first aid.

For serious accidents (head injuries, serious cuts or suspected fractures) the teachers should stay with the child and send the learning support assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the office.

### **Medical Conditions**

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

### **Other Issues**

Swimming lessons have been risk assessed and copies are in the School Office. All playgrounds and halls (including apparatus) will be safety checked annually by a specialist company.

### **Recording and Assessment**

The PE curriculum will act as a working record of the broad units of work covered in each activity area. This overview will support continuity and progression across year groups for future teachers.

In line with whole-school assessment policy, PE assessment should be formative and purposeful, capturing meaningful insight without increasing teacher workload. Teachers should note significant achievements in an efficient, ongoing manner—such as during planning time or immediately following a lesson.

### **Swimming Assessments**

- Swimming progress and attainment should be recorded in line with the National Curriculum requirements.
- Teachers in Year 6 must provide the PE co-ordinator with a summary of children's swimming competencies, including distance achieved, water confidence, and stroke development.

## Assessment Recording by Phase

Assessment in Physical Education is recorded using a centralised tracking spreadsheet. Teachers assess pupils' progress against the key objectives for each unit of work and record outcomes within this shared document. The spreadsheet is maintained on the staff drive and forms the primary record of pupil attainment and progress in PE.

Pupils are assessed according to three attainment bands aligned with age-related expectations. These are: **Just Below Age Expectations**, **Working At Age Expectations**, and **Above Age Expectations**. Judgements are based on pupils' demonstrated skills, understanding, and participation within lessons across the unit of work.

Teachers update the tracking spreadsheet at appropriate points during or at the end of each unit to ensure progress is accurately recorded. This system provides a clear overview of attainment across classes and year groups, supporting both ongoing monitoring and whole-school evaluation of PE provision.

Photographic evidence may be collected to support assessment where appropriate; however, this is optional and not required as part of the formal assessment process. The tracking spreadsheet remains the central method for recording attainment in PE.

## Focus of Assessment

Assessment in PE should reflect the aims of the National Curriculum and focus on:

- Physical competence: agility, balance, coordination, and fitness.
- Understanding and applying tactics and strategies.
- Evaluating and improving performance.
- Social and emotional development: teamwork, collaboration, leadership, and resilience.
- Engagement: effort, motivation, and enjoyment in physical activity.

## Key Considerations

When reflecting on individual or class progress, the following may be noted:

- General physical development and coordination.
- Ability to select and apply appropriate movement skills in context.
- Confidence in performing and evaluating.
- Social behaviours (e.g. teamwork, leadership, cooperation).
- Any specific strengths, needs or barriers to participation.
- An overview of units covered and objectives met during the academic year.

## **Equipment and Resources**

### **Safety**

Small equipment is checked by the subject leader on an ongoing basis. If any defect is found in any of the PE equipment this must be reported immediately to the PE co-ordinators and taken out of use. Children should be made aware of safe handling of the PE equipment as demonstrated by the teacher.

### **Locating equipment**

Gymnastics equipment for all classes is kept in the hall. Core games equipment is kept in a locked PE shed on the KS2 playground. The shed is usually unlocked during the school day however should you require access speak to the PE co-ordinator.

KS1 – Mr D. Walsh

KS2 – Mr C. Browne

Mr Sargeant also has a key.

If the equipment needed isn't in the shed, then it should be in the PE cupboard opposite the mobile.

### **Ordering Equipment**

Any new equipment required can be ordered through the PE co-ordinators. The PE and Sport grant has meant that the school has already invested in new equipment to be used during playtimes and in PE lessons.

### **Staff Training**

- The PE co-ordinators will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the PE co-ordinator.
- The PE co-ordinators will have a programme of team teaching set out through the year to support staff if necessary. This will be targeted to newly qualified teachers, new staff and in areas where existing staff feel unconfident.
- PE co-ordinators will monitor use of assessment by class teachers.