



Hampton Hargate Primary School

Physical Education Policy

Date: Spring 2026
Review date: Spring 2028

Hampton Hargate Primary School believes that all children, regardless of ability and behaviour are valued equally. Groups of pupils (eg. SEND pupils, children in care, EAL pupils etc) are not viewed as separate but are part of the whole school approach. As a Dyslexia Friendly School, we understand the importance of pupils acquiring literacy and numeracy whilst promoting a broad and balanced curriculum, accessible to all. We recognise that different children's needs are met through varied and flexible provision and the use of different styles of teaching & learning throughout the curriculum. Every Child Matters (ECM) is an important part of the school ethos and we encourage all staff, governors, visitors, helpers etc to play their part in promoting this. This policy therefore applies to all our children, regardless of their gender, faith, race, culture, family circumstances or sexuality.

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the guidelines set out in the relevant section of **myconcern®** which is available online.

Aims of our Physical Education Curriculum

Hampton Hargate Primary School understands the importance of Physical Education and we are committed to providing all children with the opportunities to engage fully in Physical Education and that suitable adaptations are made to ensure sessions are accessible and inclusive to all. Different children's needs are recognised and met through varied and flexible provision and the use of different styles of teaching and learning are used throughout the curriculum.

In PE sessions, we aim to develop children's physical competencies, physical literacy, build confidence in their abilities, develop their knowledge of their bodies whilst participating in activity and to build the foundations for a lifelong love of sport and physical activity which will encourage pupils to lead healthy active lives. This is in addition to the social, emotional and thinking skills provided by PE sessions and the opportunities for oracy when taking part in physical activity.

At Hampton Hargate Primary School, we aim to deliver fun and enjoyable physical education lessons, where children can develop a love and passion for being physically active. Our Physical Education programme seeks to provide children with opportunities to compete against themselves and others. Children will be faced with challenges, helping them to develop their physical, social, emotional and cognitive skills. Developing these four competencies is at the heart of our curriculum including planning, teaching and assessing. We aim to help our pupils to become independent, co-operative, collaborative learners through their PE sessions, who are developing teamwork and leadership skills so that they can build on them in their later life. We also encourage the children to become reflective learners so they can evaluate their performances and refine their skills to increase the quality and control of their learning and development.

Our fundamental Physical Education objectives are current and relevant inline with the National Curriculum. At Hampton Hargate Primary School, we aim to ensure that all pupils are:

- Physically active for sustained periods of time
- Engaged in competitive sports and activities
- Able to recognise the importance of lifelong involvement in physical activity helping them to Lead healthy, active lives
- Finding a lasting sense of purpose, achievement and fulfilment in physical activity.
- Developing positive attitudes to physical endeavour including perseverance, good sporting behaviour and the ability to cope with success and failure.
- Developing knowledge and application of fair play through co-operation, collaboration and competition.
- Learning how physical exercise affects the body.
- Understanding the need for safe practice in physical activities and know how to achieve this.
- Gaining experience and competence in a broad range of sports, recognising and applying new skills that are required.
- Developing their self-esteem and self-confidence through the acquisition of physical competence and poise being aware of and tolerant of others and knowing their own limits.
- Showing an awareness, knowledge and understanding of safety when participating in physical activity.
- Provided with equal opportunities for all children regardless of their race, gender, background or ability, thus providing a programme of study that is inclusive.
- Opportunities to develop oracy skills through physical activity.
- Developing social and leadership skills through participation.

Teaching and Learning

Our PE lessons, include elements from the Get Set 4 PE platform. Our PE vision is adapted and tailored to meet the needs of the school, individual classes and pupils. PE sessions are aligned with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum.

PE is the aspect of the curriculum concerned with the development of physical skills, knowledge and understanding in the following disciplines.

- Dance
- Gymnastics
- Invasion Games
- Net and Wall Games
- Striking and Fielding
- Athletics
- Swimming
- Fitness and Circuits

We ensure sessions are planned so that progression is built into the curriculum, which ensures our children are increasingly challenged as they move up through the school. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term).

The long-term plan maps out the PE topics which are covered in each term during the key stage. Hampton Hargate works in conjunction with teaching colleagues and therefore the curriculum is reviewed annually to ensure the curriculum is broad and balanced which is exciting and engaging for pupils in each year group. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. Throughout the year, we work alongside locally primary and secondary schools for events, festivals and competitions. As well as this, we host annual Sports Days and a Sports Week. Children's sporting achievements are celebrated and recognised across the whole school.

Extra-Curricular Provision

Daily, we offer a range of extra-curricular clubs which alternate throughout the year to encourage access to a variety of sports and so we can meet a range of pupils' interests. The clubs are led by qualified external providers and a some of the clubs are school funded.

EYFS

We believe that children in EYFS should have time to practise and develop their fundamental movement skills (agility, balance and co-ordination) as well as their core skills (running, jumping, throwing, catching and striking) these will be developed throughout their time at Hampton Hargate Primary School. We encourage physical development throughout reception and it is an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Assessment

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum. We record sport specific data as well as a termly overview to help us track pupil progress. Data is recorded on Insight which the school uses to track pupil's data in all areas of the curriculum. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with resources to know how to prepare children for their next phase of education. These resources include progression of skills, progression ladders, vocabulary pyramids and knowledge organisers.

Monitoring and Reviewing

The planning and coordination of the teaching of PE is the responsibility of the subject leader, who:

- Supports colleagues in their teaching, providing a strategic lead and direction
- Evaluates the strengths and areas for development in the subject through staff and pupil voice questionnaires
- Reviews evidence of the children's work and observes PE lessons.

Health and Safety

This school is committed to safeguarding and promoting the welfare and safety of all children and expects all staff to share in this commitment. All staff must follow the national guidelines in regard to Safeguarding and KCSIE policies.

All staff within the school have a duty of care to maintain safety guidelines and expectations to ensure that PE activities are carried out with due regard to the safety of pupils and staff.

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control.

Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, diabetes, asthma etc.

Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. Our school has a clear uniform policy which includes the expectations of PE kit. Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga. Correct use of equipment is taught along with any potential hazards, including being aware of the school risk assessment for each school sport. Equipment and apparatus are stored safely at the end of each lesson. Pupils are taught to consider their own safety and that of others at all times. Teaching staff should be appropriately dressed to teach PE. Sport specific risk assessments have been completed by staff and pupils. Risk Assessments are in place for all school sporting trips.

Swimming

Swimming lessons are provided by qualified swimming teachers, children in years 3,4 and 5 attend sessions for a half term and the bottom 25% of year 6 pupils attend top up swimming. We endeavour to support children to achieve the national expectations which include;

- To swim competently, confidently and proficiently over a distance of at least 25 metres
- To use a range of strokes effectively – for example, front crawl, backstroke and breaststroke
- To perform safe self-rescue in different water-based situations

Sport Premium

What is the 'Sport Premium'?

In April 2013 the Government announced new funding of £150 million for Physical Education (PE) and Sport – often referred to as a 'Sport Premium'. This funding is to be used to improve the quality and breadth of PE and Sport provision. This funding has now been doubled and as a school we will now receive £21,416 per academic year.

When asked about the 'Sport Premium' at its launch, Lord Coe reflected: 'When I stood up in Singapore in 2005, I spoke of London's vision to connect young people with the inspirational power of the Games so they are inspired to choose sport. By focussing on primary schools, we have the opportunity to use sport and physical activity to shape the daily lives of young people. I know from my own experience what an impact teacher and their engagement can have on the lives of young people.' (Lord Coe)

Schools will be held to account for how they spend the sport funding. Ofsted will strengthen its coverage of sport and PE within the Inspectors' Handbook and supporting guidance, so that schools and inspectors know how sport and PE will be assessed in future as part of the school's overall provision offered.

Schools will be required to include details about their sporting provision on their school website, alongside their curriculum details, so parents can compare sports provision between schools, both within and beyond the school day.

Priority Areas to Develop

- Continue to develop a whole school approach for assessing and monitoring children's progress Within PE.
- Promote, encourage and provide opportunities for all children to become more active and taking part in regular physical activity.
- To ensure all children are provided with a broad range of sporting activities and experiences.
- Advocating to key stakeholders how physical activity, physical education and school sport makes a meaningful difference to the lives of children and young people.
- Ensuring our least active children are targeted with extra physical activity to encourage a love of physical activity.
- Ensuring opportunities to develop oracy skills during physical activity.