



Potley Hill Primary School Physical Education and School Sports Policy

Rationale

Our vision is for all children to be engaged in high quality physical activity, whilst ensuring that they know and understand the benefits of keeping healthy. We strive to ignite enthusiasm in all our children to be regularly active, physically confident and to develop a passion for exercise outside of the school day. Through physical activity, we aim to improve health and well-being, to promote active participation and develop high self-esteem and high expectations within every child. As a school, we endeavour to inspire all pupils to succeed and excel in competitive sports and other physically demanding activities, embedding values such as: communication, team work, respect, resilience, ambition and attitude.

At Potley Hill, each class will receive at least 2 hours of physical activity per week using the 'Get Set 4 PE' scheme of learning. The scheme covers National curriculum requirements in a progressive way. Additionally, children are provided with opportunities to be physically active with active break times, movement breaks in class and sports clubs.

Aims

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity both inside and outside of school:
 - by developing a positive attitude and interest in a wide range of physical activities
 - by raising awareness of issues regarding Health-Related Fitness
2. To contribute to the physical development of each child. e.g. fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child:
 - aesthetic appreciation and understanding of Dance and Gymnastics
 - tactical awareness in a variety of sports
4. To help establish the individual child's self-esteem and confidence.
5. To develop social skills:
 - co-operating in groups
 - playing fairly to rules
 - mixing with children from other classes, year groups and schools
6. To ensure that every class includes Level 1 competition (competition within the school) at the end of units of work, where appropriate.
7. To ensure every child has the opportunity to take part in after school sports clubs, as well as external competitions and tournaments.

Guidelines

Potley Hill Primary School will:

- Follow a broad and balanced PE curriculum fulfilling the demands of the National Curriculum.
- Aim to ensure every child moving on to secondary school can swim 25m and has basic water skills.
- Aim to ensure every child has the opportunity to represent Potley Hill in a competitive sports fixture.
- 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, where possible; into other curriculum areas – e.g., use of athletics data in IT and science or number work in both Maths and PE lessons.
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of children with SEN, physical disabilities and medical conditions.
- Involve the outside community where possible – e.g. Sports Day, parents, community clubs, inter-school matches.
- Ensure children wear Potley Hill's expected P.E. kit for all lessons. Also, ensure teachers wear appropriate clothing to teach PE lessons.
- Provide enjoyable experiences, where positive attitudes of sensitivity, co-operation, competition and tolerance may develop.
- Incorporate key principles of sportsmanship, ensuring that we only tolerate the highest levels of respect and fair-play throughout the school.

Curriculum:

Each year group follows half-termly units from the Get Set 4 PE scheme, covering:

- Games (invasion, striking & fielding, net & wall)
- Gymnastics
- Dance
- Athletics
- Outdoor and Adventurous Activities (KS2)
- Swimming (KS2)

Units are sequenced to build progressively on prior learning, promoting mastery and confidence.

Swimming lessons are planned and taught by trained instructors who plan targets for each ability group.

EYFS

In the EYFS, physical development is a prime area of learning. Using the Get Set 4 PE EYFS framework, pupils develop gross and fine motor skills, balance, coordination, and spatial awareness through structured play and adult-led activities.

Grenier (2020) explains that:

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Grenier, J., 2020. Working with the revised Early Years Foundation Stage: Principles into Practice. Sheringham Nursery School and Children's Centre.

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 co-ordination both individually and co-operatively. They should have opportunities to express and improve their skills in competitive situations (both against themselves and against others), as well as when working as part of a team. Pupils will be taught to:

- use 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 both individually and as part of a team
- to be physically active for sustained periods of time
- begin to understand competitive sports and the idea of sportsmanship
- to spark an early desire and understanding of leading an active, healthy lifestyle

Key Stage 2

Pupils should continue to apply and develop a broad 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 and areas for improvement. Pupils will be taught to:

- use running, jumping, throwing and catching in isolation and in combination

- play competitive games, modified where appropriate (for example cricket, football, hockey, netball, rounders, tag rugby and tennis)
- apply basic tactical 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.

Basic Lesson Structure

1. Warm up - 3 to 5 mins gentle exercise (game) or stretching (for KS2).
2. Introduction (or Revision) of skill - individual or pair work.
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.
5. Cool down and reflection.

Time Allocation

According to the government's guidance, children should have greater opportunity to access 60 minutes of physical activity every day (30 minutes at school, including breaktime and lunchtime, and 30 minutes at home). Potley Hill aims to deliver 2 hours of PE lessons per week in curriculum time with one indoor and one outdoor PE session. We endeavour to be an active school and embed this through; active travel to school, active lessons, active movement/brain breaks and extra-curricular clubs.

Suggestions for the teacher:

- Insist on correct and safe PE kit (both teachers and children) - see section in Health and Safety.
- Use both teacher and pupil demonstrations rather than verbal explanation wherever possible - make an effort to vary the children chosen.
- Generally, sit the class down when showing demonstrations. Make sure they are watching and listening.
- Teach boys and girls together - in general insist on mixed groups and sometimes mixed pairs, depending on the activity.
- Select a mixture of competitive and non-competitive activities.
- Provide lots of activity and maximum involvement - do not play full-sided games (eg 11-a-side football) 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.
- Alternatively, some activities are best suited to similar ability groupings in order to either further support or further challenge pupils appropriately.
- Encourage honest competition and the idea of doing one's best and instilling a growth mindset- work towards children refereeing their own games.
- Choose suitable equipment for the age and ability of the pupils - e.g. in rounders progressing from: throwing the ball, to using wide tennis rackets, to using rounders bats.
- Count equipment in and out but use pupils, where possible, to help.
- 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.
- Model and give time for evaluating personal and peer performances, focusing on strengths and areas for improvement.

Monitoring and Review

The PE Lead monitors curriculum implementation through lesson observations, pupil voice, teacher feedback, and assessment records. Teachers upload photos/videos for the first and last P.E sessions to enable monitoring of progress. The policy and curriculum are reviewed annually.

Health and Safety

When teaching PE, staff should be appropriately dressed in suitable clothing and footwear. In the interest of safety and hygiene staff should ensure children wear the following:

PE Kit:

- Blue shorts or jogging bottoms
- Blue, Potley Hill t-shirt
- Blue Potley Hill fleece
- Trainers for outdoor PE
- Jewellery must be removed (studs may be covered with surgical tape if newly pierced). Teachers will not take responsibility for looking after jewellery.

Outdoor Activities:

As above including clothing appropriate for the weather and activity, e.g. waterproofs and welly boots if raining, sun hats if hot/sunny. Some clubs may require specific items e.g. shin pads and football boots for football.

Swimming:

- Swimming costume, children are NOT allowed to swim in underwear. (Some pools insist on tight trunks rather than shorts).
- Swimming hats are also required for hygiene reasons.

Upper KS2

From Year 4, pupils should come to school in their PE kit on the appropriate days and remain in their kit all day. There may however be occasions when pupils in upper Key Stage 2 do get changed in to sports kit at school, e.g. participation in an after school club, taking part in a sports event, and where this is the case, school will endeavour to separate pupils based on gender in order to try and ensure a more respectful changing environment.

Getting changed in school is still considered good practise and a fundamental development skill for all year groups below Year 4.

Non-participation

Parents should notify the teacher via an email or Seesaw Message if their child is 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 not participating should still be with their class, observing the lesson. Where appropriate they are to help with equipment, set-up and refereeing. 'Inactivity cards' are also available in the PE planning folder, these outline simple PE related roles and tasks for children to complete to ensure that they still have an appropriate, active role. Children unable to participate in swimming through illness or injury will still travel with the class and take a book to read or suitable work to complete poolside.

Children Without Kit

A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem (more frequent than just a one off) a reminder letter/note, conversation or phone call should be issued by the class teacher. Spare kit is no longer kept in school due to hygiene reasons.

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 teaching assistant, where available, should accompany the children to apply first aid.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher MUST alert the office and potentially the Headteacher, as well as 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 take their inhalers out to PE with them or if this is forgotten, sent in immediately when breathing difficulties begin.

Other Issues

Swimming sessions have been risk assessed and there is a guidance sheet which all staff have, SLT will provide this document to supply teachers taking classes swimming. The premises have been risk assessed by the site manager. All playgrounds and halls (including apparatus) will be safety checked annually by a specialist company. Equipment is dealt with below.

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 Subject Leader and taken out of use. Children should be made aware of safe handling of the PE equipment and should be taught the appropriate method of carrying Gymnastics apparatus (ensure consistency throughout the school).

Locating equipment

Gymnastics equipment for all classes is kept in the hall. The majority of equipment is kept in the PE shed, located outside. This cupboard MUST be kept in a tidy manner with all equipment being returned promptly and put back in the same place it was taken from, equipment is organised by sport and clearly labelled. All equipment needs to be looked after and accounted for, if anything becomes worn out, broken or lost, please inform the Subject Leader. EYFS physical development equipment is stored in separate sheds in the Early Years outdoor area.

Ordering Equipment

Any new equipment required can be ordered through the Subject Leader. The PE and Sport premium has meant that the school has already invested in new equipment to be used during playtimes and in PE lessons.

Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in the main activity areas, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other, each other's interests and abilities. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.
- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all of the team has touched the ball.
- Giving all the children an opportunity to share their work. For instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support EAL children. For instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping. For example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and, if necessary, referring them to the Subject Leader for further opportunities.

Recording and Assessment

In line with the 'PE progression of skills' document, teachers should make notes of significant achievement against objectives for each PE unit and record a video of children demonstrating the skills they have learnt at the end of the unit. During swimming lessons, National Swim Awards passed should be noted. However, end-of-year reports

should remain firmly focused on qualitative judgements based on observation of achievement and progress made. The following criteria should be taken into account and questions answered:

- Pupil record of participation.
- The overall physical skill and ability of the pupil.
- The ability of a child to select an appropriate response to a task.
- The ability to appreciate and evaluate the performances of self and others.
- How well the child interacts with other members of the class. Does he/she: cooperate, dominate, withdraw?
- Is the child motivated and enthusiastic?
- Does the child have any particular aptitudes or talents?
- What work has the class covered in the year?
- Has the child any specific problems which need to be addressed?

Extra-curricular sport

Potley Hill is fully committed to providing extra-curricular sporting opportunities. These include:

- Clubs (after-school) available to a range of age groups and in a number of activities.
- Competition against other primary schools in a wide range of sports through local school arrangements.
- Friendly matches against other schools/groups.
- Exhibiting work. For example, a dance performance in assembly or attendance at a gymnastics festival.
- A range of individual and team sports activities should be provided for example: Football, Netball, Gymnastics, Multi-Sports, Hockey after the school day but will vary according to staff expertise and availability of outside agencies.

Links with other agencies

These include:

- Participation in local sports leagues with other primary schools.
- Visits, and liaison with, outdoor education centres, agencies, sports clubs and sports stars.
- Liaison with the Frogmore Community College Head of PE and other secondary school PE departments where appropriate.

Reviewed: November 2025

Next Review: November 2028