

Learning is fun at

## Park Hill Infants' School



# Physical Education (PE) Policy

November 2025

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## Version Control

Version	Date	Changes made	Updated by
1	January 2017		
1.1	January 2020 July 2020	Reviewed and updated Approved at FGB	leasha McLean
1.2	December 2022  June 2025	Review and updated. Equality statement added. Approved by PE Lead and Senior Leadership Team. Uploaded to Governor Hub 02/12/2022. Sustainability statement added.	Charlie Crocker and Laura Hulet
1.3	November 2025  January 2026	Reviewed, no amendment needed. Approved by Subject Leader. Noted as approved by Governing Board by email 26/01/2026.	Charlie Crocker

## Equality Statement for Park Hill Infant School

At Park Hill Infant School, we continue to teach our children about what it means to be strong, positive and productive members of society. We have always taught our pupils about equality and this remains an important part of our curriculum. We ensure that we always celebrate diversity, promote equality, demonstrate respect and stand together to challenge all forms of discriminatory language and behaviour.

We recognise that education is a vital tool for powerful, permanent and informative change. Our continuously evolving curriculum demonstrates our determination to use education to tackle issues of racism, homophobia and inequality. We strive to ensure our curriculum and supporting resources reflect values of inclusivity, diversity, equality and belonging. We do this by planning to meet the needs of all genders, of children with special educational needs, of children who are more-able, gifted and talented, of children with disabilities, of children from all socio-economic backgrounds, children from different ethnic groups, religion and cultural backgrounds, and of those from diverse linguistic backgrounds.

### **Sustainability and the Curriculum**

We aim for our pupils to become passionate about their role in protecting the natural world. Our curriculum provides opportunities to develop a broad knowledge and understanding of nature, sustainability and climate change. We support pupils to translate this knowledge across all curriculum areas into positive action.

## **1 Aims and objectives**

- 1.1 PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.
- 1.2 **Sports Premium** funding is utilised throughout each key stage in order to ensure opportunities for all children to develop a range of physical skills and to provide enhanced provision in PE. This leads to raised achievement for all. The funding is also used to enhance teaching standards and maintain challenging and effective PE sessions throughout the school. There is an emphasis throughout the key stages on the importance of physical development and health and fitness which is enhanced through the use of outside coaching, demonstration lessons and extra-curricular PE activities. The children take an active role in PE development through the Sports Leaders and Play Leader teams. The **Sports**

**Premium** funding promotes PE in our school and develops a lasting legacy for achievement in sport, health and fitness for all.

1.3 Our objectives in the teaching of PE are to:

- enable children to develop and explore a range of sports and physical skills with increasing control and coordination;
- encourage children to work and play with others in a range of group situations;
- develop the way in which children perform skills, and apply rules and conventions, for different activities;
- show children how to improve the quality and control of their performance;
- teach children to recognise and describe how their bodies feel during exercise;
- develop the children's enjoyment of physical activity and sport through creativity and imagination;
- develop an understanding in children of how to succeed in a range of sports and physical activities, and how to evaluate their own success;
- provide new sporting opportunities where individual children have particular gifts or talents.
- develop children's understanding of Physical Education, health and fitness and their importance as life skills.

## **2 Teaching and learning**

2.1 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding, and we do this through a mixture of whole-class teaching and individual or group activities. Teachers draw attention to good examples of individual performance as models for the other children, and we encourage the children to evaluate their own work as well as the work of other children. Within lessons, we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. We currently follow a coherent scheme which encourages the holistic development of our pupils.

2.2 In all classes, children have a wide range of physical ability. Whilst recognising this, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of outcomes;
- setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump or gymnastic challenges);
- grouping children by ability, and setting different tasks for each group (e.g. different games);
- providing a range of challenge through the provision of different resources (e.g. different gymnastics equipment).
- pairing and grouping children in mixed abilities in order to learn from one another's strengths, with peer teaching and support

## **3 PE curriculum planning**

3.1 PE is a subject in the National Curriculum. We use the national programme of study as the basis for curriculum planning in PE. As required, we teach dance, games and gymnastics at Key Stage 1. The 'Real P.E' Scheme is adopted and used to supplement our P.E curriculum when teaching fundamental movement skills. The governors of the school have decided that we will also follow the non-statutory guidelines for Key Stage 1 in relation to swimming activities and water safety. Swimming and water safety continues into Key Stage 2, and our children will have completed some of the requirements earlier than necessary.

- 3.2 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 activities covered in each term during the key stage. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group. Team games, dance, gymnastics and athletics are taught using this plan whilst 'Real P.E' is utilised by teaching staff when delivering sessions on fundamental movement skills, e.g. 'agility, coordination and balance'.
- 3.3 We have medium-term plans that give the details of each unit of work for each half term, these are developed in accordance to current topic planning within Key Stage 1. These plans define what we teach, and ensure an appropriate balance, progression and distribution of work across each year. The subject leader keeps and reviews these plans.
- 3.4 We plan the PE activities so that they build upon the prior learning of the children. There are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area. There is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.
- 3.5 Parents and carers will be informed which PE activities are led by approved instructors and not directly by a member of teaching staff.

#### **4 The Early Years Foundation Stage**

- 4.1 We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Early Years Foundation Stage, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of 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.

#### **5 Contribution of PE to teaching in other curriculum areas**

##### **5.1 English**

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, give clear instructions, and to discuss how they might improve their performance.

##### **5.2 Mathematics**

PE contributes to the teaching of mathematics by encouraging children to time, measure and record what they do accurately.

##### **5.3 Personal, social and health education (PSHE) and citizenship**

PE contributes to the teaching of PSHE and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. They also gain experience in working as part of a team or being a team leader. It can also play an important part in promoting a child's self-esteem and developing confidence.

##### **5.4 Spiritual, moral, social and cultural development**

The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

## **6 PE and Computing**

- 6.1 Computing enhances the teaching of PE, where appropriate, in all key stages. In dance and gymnastics, children make video recordings of their performance, and use them to develop their movements and actions. Children use an Ipad to record their movements in their sequences of work. Music composed on the computer is sometimes used for creative dance. Key Stage 1 children compare each other's performances from recordings, and use these to improve the quality of their own work. A digital camera or Ipad can be used to record experiences during outdoor activities.

## **7 PE and inclusion**

- 7.1 We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. (For further details, see separate policies on Special Educational Needs, Disability Discrimination, More-Able Gifted and Talented Children, English as an Additional Language (EAL).)
- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, adaptation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.
- 7.3 PE can sometimes contribute to a child's targets as set out in their Special Education Needs Support Plan. For example, this occurs where an individual target is related to physical development or social interaction. Teachers will have regard to such targets when setting tasks for PE lessons.
- 7.4 We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (e.g. a sports event at another school), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.
- 7.5 Teachers plan a higher level or breadth of challenge in PE sessions for those pupils identified as More-Able (teacher assessed to be performing PE skills at a level higher than the expectation for each year group). There are also additional opportunities planned for these pupils by the subject leader such as our 'Sports Leader' course which runs for those pupils who have a particular interest and talent in PE.

## **8 Assessment**

- 8.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. The children are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons using the school's 'Foundation Subject Assessment' format.
- 8.2 At the end of the year teachers make a judgement against the National Curriculum levels of attainment alongside the school's agreed PE curriculum End Points and 'VKS (Vocabulary, Knowledge and Skills) Ladders' which outline the school's expectation for pupils at the end of each half term and year. Teachers record this information and use it to plan the future work for individual pupils. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents and carers. The teacher passes this information on to the next teacher at the end of each year.

## **9 Resources**

9.1 There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. Outdoor equipment is stored outside and accessed under adult supervision. The hall contains a range of large apparatus, and we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities, and the local swimming pool for swimming lessons.

## **10 Health and safety**

10.1 We ensure that all general health and safety requirements apply in PE lessons and all sporting activities. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity.

## **11 Extra-curricular activities**

11.1 The school provides a range of PE-related activities for children at the end of the school day. These encourage children to develop further their skills in a range of the activity areas. The school sends details of the current club activities to parents and carers at the beginning of each term. The school also takes part in competitions and festivals within the borough. These opportunities foster a sense of team spirit and cooperation amongst our children.

## **12 Monitoring and review**

12.1 The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;
- gives the headteacher an annual summary report in which the strengths and weaknesses in PE are evaluated and areas for further improvement indicated.

12.2 The quality of teaching and learning in PE is monitored and evaluated by the headteacher as part of the school's agreed cycle of monitoring and review.

12.3 This policy will be reviewed at least every three years or sooner if necessary.

Signed: \_\_\_\_\_

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_