Park Hill Primary School
PHYSICAL EDUCATION (PE) POLICY
School Games Mark Silver Award

1 Aims and Objectives

1.1 Physical Education 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, outdoor adventurous activities and swimming. Physical Education involves thinking, selecting and applying skills and promotes an understanding in children of their bodies in action. Physical Education informs children's choices about healthy eating, fitness and their emotional and mental well-being. At Park Hill School, we enable pupils to make informed choices and have positive attitudes towards a healthy lifestyle and physical activity throughout their lives.

The aims of PE are:

- To enable children to develop and explore physical skills with increasing control and co-ordination;
- To encourage children to work and play with others in a range of group situations;
- To develop the way children, perform skills and apply rules and conventions for different activities;
- To increase children's ability to apply what they have learnt to improve the quality and control of their performance;
- To teach children to recognise and describe how their bodies feel during exercise;
- To develop the children's enjoyment of physical activity through creativity and imagination;
- To make a difference to children's confidence, self-esteem, behaviour and attitude across the school;
- To develop an understanding in children of how to succeed in a range

2. Teaching and Learning Style

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/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 and equipment.

2.2 In all classes there are children of differing physical ability. Whilst recognising this fact, 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 the following strategies:

- Using the STEP (Space, Task, Equipment, People) framework for differentiation;
- setting core tasks which are open-ended and can have a variety of results (e.g. timed events, mini games);
- setting tasks of increasing difficulty, where not all children complete all tasks (e.g. the high jump);
- 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);
- adapting planning to meet all pupil needs.

2.3 Applying SHARP - Stretching whilst moving, High repetition of skills, Accessibility, reducing sitting and standing and Promotion of physical activity principles to promote vigorous physical activity: is how P.E lessons start at Park Hill during the warm up phase.

3. PE Curriculum Planning

3.1 PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We use the Complete PE resource for all lesson plans and assessments. As required, we teach dance, games and gymnastics at key Stage 1. In Key stage 2 we teach compulsory dance, games and gymnastics. In addition, in KS2, we teach athletics, outdoor adventure activities and swimming (in Y4 and 5).

3.2 The curriculum planning in PE is carried out in three phases: long term, medium term and short-term plans. All planning is taken from the Complete PE resource. The long-term plan maps out the PE activities covered in each term during each key stage. The PE subject leader devises this long-term plan in conjunction with teaching colleagues in each year group and various inter-school competitions for that academic year.

3.3 Our medium-term planning grids give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject coordinator keeps and reviews these plans using the Complete PE resource.

3.4 We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move through the school (Core task / STEP).

4 The Foundation Stage

4.1 We encourage the physical development of our children in the Early Years as an integral part of their work. As Reception is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Curriculum Guidance for the Foundation Stage. 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 needs.

5 Contribution of PE to teaching in other curriculum areas

5.1 Literacy

Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engaging in physical activities for life. PE contributes to the teaching of literacy in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. The children's self and peer-assessment of their work also links to literacy skills of evaluation and editing.

5.2 Information and Communication Technology (ICT)

We use IT to support PE teaching when appropriate. In dance and gymnastics, it is possible to make video recordings of performance and use this to develop their movements and actions. We also watch CPD videos using the Complete PE resource to aid teaching and to show the children their end goal. Older children can compare each other's performance from recordings and use these to improve the quality of their work.

5.3 Personal, Social and Health Education (PSHE) and Citizenship

PE contributes to the teaching of PSHE because children learn about the benefits of exercise and healthy eating and how to make informed choices about these things. The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. PE also helps children to understand the positive benefits that exercise can have on their mental health and well-being. 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 co-operate 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 inclusion

6.1 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: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

6.2 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, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum core unit skills (evidenced using Complete PE) allow us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs.

6.3 Intervention through School Action and School Action Plus will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

6.4 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 (a sports event at another school, for example) we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

7 Assessment for learning

7.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. All pupils are encouraged to evaluate their own work and to suggest ways to improve. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. All assessments are recorded using the Complete PE resource and analysed by the PE leader.

8 Resources

8.1 There is a wide range of resources to support the teaching of PE across the School: resources are stored in a spare classroom. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children also use the school field (all-weather pitch) for games and athletics activities.

9 Health and safety

9.1 It is the general teaching requirement for health and safety that applies to this subject. A health and safety briefing is carried out annually (September 2026). 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 children are encouraged to wear black shorts and white t-shirt. No potentially dangerous

jewellery is to be worn for any physical activity which follows health and safety guidance - children and staff are to remove jewellery, including earrings, for all PE sessions.

10 Extra-curricular activities

10.1 The school provides a range of PE-related activities for children during the school day. These encourage children to further develop their skills in a range of the activity areas (for example The Daily Mile). The school also plays in various competitions at the end of each P.E unit. This introduces a competitive element to team games, and Physical Education Policy allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

11 Monitoring and review

11.1 The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in PE, and providing a strategic lead and direction for this subject in the school. The subject leader reviews and evaluates the action plan, budget and planning annually.

12. UNICEF convention of the rights of the child

12.1 Article 15 states that children have the right to meet with other people and join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 13 states that a child must be free to say what they think and to seek and receive all kinds of information, as long as it is within the law.

Article 28 states that every child has the right to an education and article 29 makes clear that every child's education must develop their personality, talents and abilities to the full.

Article 31 states that every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

The school's teaching of PE meets and protects these rights for our children. Children are invited to take part in sports clubs and competitions which meets articles 15 and 31. PE teaching and learning gives children the opportunities to receive an education which enhances their personal talents and abilities whilst offering opportunities for discussion and evaluation where children can and do make their voices heard (articles, 28, 29 and 31).

12.2 This policy is reviewed annually.

Park Hill Sports Values



At Park Hill Primary School, we demonstrate these values whilst being physically active, when taking part in competitive sport, during PE lessons and in everyday life.

	Passion... Giving it 100%, putting your heart and soul into the game and never giving up. Passion makes you enter the race and passion makes you finish it
	Self Belief... You've got to believe to achieve. Have the self belief and confidence to succeed and reach your personal best.

	Respect... For the referee, for the opposition, for your team mates, for yourself and for the Game. Accepting victory and defeat with grace, treating others politely and with understanding. Respect every day, in every sport and for everyone.
	Honesty... With others and with yourself. Have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat!
	Teamwork... Treating every one equally, supporting each other and working together to have fun and achieve. Celebrate each other's success and be a positive team player.
	Determination... Never giving up on trying to achieve your goals. Putting a 100% even at difficult times and being the best the very best they can be.


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2025/26