

# Hollinhey Primary School



## **Physical Education (P.E.) Policy**

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| <b>Date of Approval:</b> | <b>30/10/22</b>             |
| <b>To be reviewed:</b>   | <b>30/10/25</b>             |

# **HOLLINHEY PRIMARY SCHOOL**

## **Physical Education Policy**

### **Aims**

**The National Curriculum for PE aims to ensure that all children:**

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

### **Intent**

Our aim within PE is that all pupils are provided the opportunity to engage in a healthy lifestyle by providing regular competitive sport, extra-curricular activities and a rich and motivating curriculum that challenges, engages and motivates pupils. Through competition we aim to reinforce the important values of sportsmanship, respect, equality and fairness which then in turn also develops team work, community, communication and leadership skills. We strive for all pupils to leave Hollinhey Primary School physically literate and have the knowledge, skills and motivation needed to prepare them for a healthy lifestyle and lifelong participation in physical activity and sport.

**Honesty** – We teach children to play with honesty and value sportsmanship above all else.

**Effort** – We celebrate effort as much as attainment, promoting the importance of hard work to build success and the development of a growth mindset.

**Achievement** – We intend to provide children opportunities to experience success through regular competition.

**Respect** – We aim to inspire a lifelong love physical activity and to always respect themselves, their opponents and the officials.

**Tolerance** – Through PE at Hollinhey, children will experience a variety of sports to ensure they develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.

### **Implementation**

#### **EYFS**

During early years there is a real focus on developing and understanding key fundamental skills to work towards achieving the early learning goals. This is taught through gymnastic, dance, target games and through the continuous and outdoor

provision. During PE lessons, children are taught and given the opportunity to develop their gross motor and games skills such as: throwing, catching, running, jumping, hopping and skipping. During session such as gymnastics and yoga, children are learning to balance and control their movement on different apparatus. In all of this, children are able to develop their fundamental skills in readiness to move up to Year 1.

### **KS1**

In Key Stage One children build upon the fundamental skills they were taught in Early Years. Children now start to develop an understanding of the basic skills to become competent in a range of physical activities that are then taught in Key Stage Two.

Children are taught the values of sport and begin to apply these to understand rules and boundaries. Children are also taught how to lead a healthy lifestyle and how participating in regular physical activities will support this.

Children begin to learn how the fundamental skills taught in Early Years can be applied and adapted to different sports and begin to learn sports specific skills.

### **KS2**

In Key Stage Two children will apply skills effectively in different situations and within a wide range of physical activities. The values of sport will be utilised by the children to extend knowledge of rules and boundaries and apply these in becoming young leaders. Children will know how to lead a healthy lifestyle and challenge themselves within regular physical activity.

Children in Key Stage Two will be able to compare their performances with previous ones and demonstrate improvement to achieve their personal best. Children will have a deep and rich understanding of different sports and physical literacy to become Key Stage Three ready and have a positive attitude for lifelong participation in physical activity.

Our whole school approach to the teaching and learning of PE involves the following:

- To provide enjoyable, challenging and motivating learning opportunities through a wide range of sport activities that include: invasion games, net, wall and racket games, striking and fielding games, gymnastics, dance, swimming and outdoor and adventurous activities.
- To offer opportunities to partake in sports new to the children and to allow children's voices to be heard when designing the curriculum.
- Guarantee that the requirements of the National Curriculum are met through the long-term plan that sets out the PE units and content that staff will teach throughout the year.
- Ensure that the pupils understand that sport can support and positively impact on their own mental health and well being.
- Support pupils to participate in a variety of extra-curricular activities at lunch time and after-school of which will regularly change from term to term and several free clubs will be offered ensuring pupils have had their say in what clubs they enjoy the most.

- Involve all children in regular intra-school competitions for a variety of different sports and activities which actively promote sportsmanship, respect, equality and fairness.
- Encourage children to take part in inter-school competitions within the local area. Such competitions reinforce the important values of sportsmanship, respect, equality and fairness. These competitions also develop team work, community, communication and leadership skills.
- Ensure that in KS2 children can learn to use a range of strokes effectively, swim competently and confidently over a distance of at least 25 metres and know how to remain safe in and around water.

### **Impact**

Within Physical Education, we create an area of learning where self-esteem, physical progression and positive attitudes are fostered and nurtured to provide all children with the opportunity to succeed, whether through personal or team success. We ensure that our pupils meet all the requirements of the Key Stage 1 and 2 National Curriculum programme of study for Physical Education while promoting a healthy lifestyle which children can develop and value into adulthood.

Meaningful and purposeful assessment shows what is happening during lessons and helps teachers to support pupils' learning. Teachers and Sports Coaches work together to assess pupils during each lesson and collect photographic and video evidence throughout each unit of work. Using this information, pupil progress and attainment is assessed at the end of each unit and the data collected recorded formally on the PE Passport. Pupil voice is used to further develop the curriculum, through questioning of pupil's views and attitudes to sport and PE to support the children's enjoyment of the subject and to motivate learners. Children at Hollinhey primary overwhelmingly enjoy PE and this results in motivated learners with a sound understanding of how to lead a healthy, active life.

### **Adaptation and SEN**

At Hollinhey we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe that children should have equal access to and participation in a range of physical education activities. Teachers plan their lessons and make necessary adaptations to ensure appropriate challenge and accessibility for all learners.

At this School we are also committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL. Planning of PE lessons through the PE Passport allows teachers opportunities to adapt activities and skills to suit the needs of all children.

The Youth Sports Trust is also regularly signposted to staff - <https://www.youthsporttrust.org/resources/inclusion> - to inform inclusion in line with best practice in their PE lessons.

### **Extra opportunities**

A range of extracurricular sporting opportunities are offered to all children at Hollinhey through a programme of after-school and lunchtime clubs. Every class also partakes in inter school activities (competitive and participatory) through partnership with the Macclesfield School Sports Partnership (MSSP) and The Macclesfield Academy.

### **Roles and responsibilities**

PE is taught by class teachers with the support of specialised sports coaching and teaching staff when a need is identified. The Subject Leader liaises with teaching staff and the governor responsible for PE to ensure that they::

Inspire others to teach PE in a practical, engaging and challenging way.

Monitor the effectiveness of PE within the school and ensure that at least two lessons are taught each week.

Support teachers as necessary in their planning and strategies for teaching and learning.

Keep up to date with any new, relevant government documents and disseminate new information.

Ensure continuity and improvement of the teaching and learning of PE across the school by monitoring and providing professional development opportunities.

Ensure that the PE assessment across the school is consistent and accurate and to judge whether data is in line with Age Related Expectations and national data.

Ensure that in planning for PE, the school provides full coverage of the PE National Curriculum and the Foundation Stage Profile.

### **When the policy will be reviewed**

October 2025

## Appendix – Progression document

| EYFS  | KS1  | Lower KS2  | Upper KS2   |
|---|--|--|---|
| DANCE   |  |  |   |
| <b>National Curriculum</b> <ul style="list-style-type: none"> <li>Observes the effects of activity on their bodies</li> <li>Experiments with different ways of moving.</li> <li>Begins to use anticlockwise movement and retrace vertical lines.</li> </ul> | <b>National Curriculum</b> <ul style="list-style-type: none"> <li>perform dances using simple movement patterns</li> <li>master basic movements including running, jumping, as well as developing balance, co-ordination, and begin to apply these in a range of activities</li> </ul>   | <b>National Curriculum</b> <ul style="list-style-type: none"> <li>perform dances using a range of movement patterns</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>  |   |
| <b>Vocab:</b> jumping, running, walking, leaping  | <b>Vocab:</b> Travel, Stillness, Direction, Space, Body parts, Levels, Speed   | <b>Vocab:</b> Space, Repetition, Action and reaction, Pattern  | <b>Vocab:</b> Dance style, Technique, Pattern, Rhythm, Variation, Unison, Canon, Action, Reaction   |
| Jumps off an object and lands appropriately.<br>Travels with confidence and skill around, under, over and through balancing and climbing equipment.   | Copies and explores basic movements with clear control.<br>Varies levels and speed in sequence<br>Can vary the size of their body shapes<br>Add change of direction to a sequence<br>Uses space well and negotiates space clearly.<br>Can describe a short dance using appropriate vocabulary.<br>Responds imaginatively to stimuli. | Confidently improvises with a partner or on their own.<br>Beginning to create longer dance sequences in a larger group.<br>Demonstrating precision and some control in response to stimuli.<br>Beginning to vary dynamics and develop actions and motifs.<br>Demonstrates rhythm and spatial awareness.<br>Modifies parts of a sequence as a result of self-evaluation.<br>Uses simple dance vocabulary to compare and improve work. | Exaggerate dance movements and motifs (using expression when moving)<br>Performs with confidence, using a range of movement patterns.<br>Demonstrates a strong imagination when creating own dance sequences and motifs.<br>Demonstrates strong movements throughout a dance sequence.<br>Combines flexibility, techniques and movements to create a fluent sequence.<br>Moves appropriately and with the required style in relation to the stimulus.<br><i>e.g using various levels, ways of travelling and motifs.</i><br>Beginning to show a change of pace and timing in their movements.<br>Is able to move to the beat accurately in dance sequences.<br>Improvises with confidence, still demonstrating fluency across their sequence.<br>Dances with fluency, linking all movements and ensuring they flow.<br>Demonstrates consistent precision when performing dance sequences.<br>Modifies parts of a sequence as a result of self and peer evaluation.<br>Uses more complex dance vocabulary to compare and improve work. |

| GYMNASTICS   |   |  |  |
|--|---|--|--|
| <b>National Curriculum</b> <ul style="list-style-type: none"> <li>Observes the effects of activity on their bodies</li> <li>Experiments with different ways of moving.</li> <li>Jumps off an object and lands appropriately.</li> <li>Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>Begins to use anticlockwise movement and retrace vertical lines.</li> </ul> | <b>National Curriculum</b> <ul style="list-style-type: none"> <li>master basic movements including running, jumping, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul> | <b>National Curriculum</b> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>  |  |
| <b>Vocab:</b> balance, tiptoe  | <b>Vocab:</b> Forwards, Backwards, Sideways, Roll, Slow, Body parts, Shape, Jump, Travel, Stretch, Wide, Narrow   | <b>Vocab:</b> stretch, push, pull, step, spring, crawl, still, slowly, tall, long, forwards, high, low, roll, copy, jump, land, balance  | <b>Vocab:</b> Muscles, Joints, Symmetrical/asymmetrical, Rotation, Turn, Shape, Landing, Take-off, Flight, Performance/evaluation  |
| Jumps off an object and lands appropriately.<br>Travels with confidence and skill around, under, over and through balancing and climbing equipment.  | Explores and creates different pathways and patterns.<br>Uses equipment in a variety of ways to create a sequence<br>Link movements together to create a sequence   | Links skills with control, technique, co-ordination and fluency.<br>Understands composition by performing more complex sequences.<br>Beginning to use gym vocabulary to describe how to improve and refine performances.<br>Develops strength, technique and flexibility throughout performances.<br>Creates sequences using various body shapes and equipment.<br>Combines equipment with movement to create sequences. | Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.<br>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.<br>Adapts sequences to include a partner or a small group.<br>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.<br>Draw on what they know about strategy, tactics and composition when performing and evaluating.<br>Analyse and comment on skills and techniques and how these are applied in their own and others' work.<br>Uses more complex gym vocabulary to describe how to improve and refine performances.<br>Develops strength, technique and flexibility throughout performances. |

| GAMES   |  |  |   |
|---|--|--|---|
| <b>National Curriculum</b> <ul style="list-style-type: none"> <li>Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles</li> <li>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>Shows a preference for a dominant hand.</li> </ul> | <b>National Curriculum</b> <ul style="list-style-type: none"> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>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</li> </ul>                                   | <b>National Curriculum</b> <ul style="list-style-type: none"> <li>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</li> <li>use running, jumping, throwing and catching in isolation and in combination</li> </ul>  |   |
| <b>Vocab:</b> running, throwing, catching   | <b>Vocab:</b> Striking, Catching, Own space, Team, Speed, Direction, Passing, Controlling, Shooting, Scoring   | <b>Vocab:</b> Keep possession, Scoring goals, Keeping score, Making space, Pass/send/receive, Travel with a ball, Make use of space, Points/goals, Rules, Tactics, Batting, Fielding, Defending, Hitting   | <b>Vocab:</b> Keeping possession, Passing, Dribbling, Shooting, Support, Marking, Attackers/defenders, Marking, Team play, Batting, Fielding, Bowler, Defending, Hitting, Offside, Pitch, Forehand/backhand   |
| Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.   | Confident to send the ball to others in a range of ways.<br>Beginning to apply and combine a variety of skills (to a game situation)<br>Develop strong spatial awareness.<br>Beginning to develop own games with peers.<br>Understand the importance of rules in games.<br>Develop simple tactics and use them appropriately.<br>Beginning to develop an understanding of attacking/ defending | Vary skills, actions and ideas and link these in ways that suit the games activity.<br>Shows confidence in using ball skills in various ways, and can link these together.<br><i>e.g. dribbling, bouncing, kicking</i><br>Uses skills with co-ordination, control and fluency.<br>Takes part in competitive games with a strong understanding of tactics and composition.<br>Can create their own games using knowledge and skills.<br>Works well in a group to develop various games.<br>Compares and comments on skills to support creation of new games.<br>Can make suggestions as to what resources can be used to differentiate a game.<br>Apply basic skills for attacking and defending.<br>Uses running, jumping, throwing and catching in isolation and combination. | Vary skills, actions and ideas and link these in ways that suit the games activity.<br>Shows confidence in using ball skills in various ways, and can link these together effectively.<br><i>e.g. dribbling, bouncing, kicking</i><br>Keeps possession of balls during games situations.<br>Consistently uses skills with co-ordination, control and fluency.<br>Takes part in competitive games with a strong understanding of tactics and composition.<br>Can create their own games using knowledge and skills.<br>Modifies competitive games.<br>Compares and comments on skills to support creation of new games.<br>Can make suggestions as to what resources can be used to differentiate a game.<br>Apply knowledge of skills for attacking and defending.<br>Uses running, jumping, throwing and catching in isolation and in combination. |

| ATHLETICS   |  |  |  |
|---|--|--|--|
| <b>National Curriculum</b> <ul style="list-style-type: none"> <li>Experiments with different ways of moving.</li> </ul>   | <b>National Curriculum</b> <ul style="list-style-type: none"> <li>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</li> </ul> | <b>National Curriculum</b> <ul style="list-style-type: none"> <li>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>use running, jumping in isolation and in combination</li> </ul>   |  |
| <b>Vocab:</b> jump, landing, leap, hop, variety, throw, balance   | <b>Vocab:</b> jump, landing, leap, hop, variety, throw, balance, coordination, agility   | <b>Vocab:</b> Change speed and direction, underarm, overarm, throwing, technique, distance, sprint, accuracy, personal best  | <b>Vocab:</b> Control, accuracy, techniques, combine, distance, compete, improve personal best, stamina.   |
| Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. | Can change speed and direction whilst running.<br>Can jump from a standing position with accuracy.<br>Performs a variety of throws with control and co-ordination.<br><i>preparation for shot put and javelin</i><br>Can use equipment safely                      | Beginning to build a variety of running techniques and use with confidence.<br>Can perform a running jump with more than one component.<br><i>e.g. hop skip jump (triple jump)</i><br>Demonstrates accuracy in throwing and catching activities.<br>Describes good athletic performance using correct vocabulary.<br>Can use equipment safely and with good control. | Beginning to build a variety of running techniques and use with confidence.<br>Can perform a running jump with more than one component.<br><i>e.g. hop skip jump (triple jump)</i><br>Beginning to record peers performances, and evaluate these.<br>Demonstrates accuracy and confidence in throwing and catching activities.<br>Describes good athletic performance using correct vocabulary.<br>Can use equipment safely and with good control. |
| SWIMMING  |  |  |  |
|   |  | <b>National Curriculum:</b> <ul style="list-style-type: none"> <li>swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>perform safe self-rescue in different water-based situations.</li> </ul>                        |  |
|   |  | <b>Vocab:</b> Stroke, Freestyle, Breaststroke, Backstroke, Butterfly Stroke, Backstroke  |  |
|   |  |  | Swims competently, confidently and proficiently over a distance of at least 25 metres<br>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.<br>Performs safe self-rescue in different water-based situations.  |