



Physical Education and Sport Policy

2024 – 2026

Review Date: September 2026

Introduction

At Hazel Leys Academy, our key aim is to inspire every child to be passionate about Physical Education and Sport. PE is the heart of our school and we aim to foster a love for PE, Sport, physical activity and a healthy lifestyle that continues throughout their lives.

Our PE lessons at Hazel Leys Academy are devised from the Primary PE Planning online Platform. It allows for a consistent delivery and structure across the school. The planning has been developed so that progression is built into the scheme, which ensures our children are increasingly challenged, inspired and motivated in PE lessons. We believe that mastery is paramount allowing all children to feel confident and motor competent when learning key skills. The curriculum provides a foundation from Early Years to Key Stage 2 for an ongoing development of Physical Literacy. Our children receive an inclusive, broad and balanced programme of PE, as the curriculum is mapped to ensure that children participate in a wide range of activities.

Impact:

PE is an essential part of the curriculum and, through our PE lessons, children develop their physical literacy and key skills giving them the tools to become physically confident and motor competent. Our High-Quality PE curriculum focuses on the whole child, developing their physical, social and thinking skills. Our PE is provided in a safe and supportive environment and is vital and unique in its contribution to a child's physical and emotional development and health and wellbeing.

We provide opportunities for the children to compete against themselves and others during PE lessons, building character and developing key values including fair play, respect, communication, collaboration, commitment, leadership and teamwork.

Our school aims are linked to those in line with the PE national curriculum, which are to ensure that all children:

- Develop competence in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Understand how to improve in different physical activities and sports and know how to evaluate and recognise their own success.
- Lead healthy, active lives



The 'Three pillars of progression' are embedded throughout our curriculum:

These include:

1. Motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific
2. Rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities
3. Healthy participation – knowledge of safe and effective participation

Aims

1. To reflect the schools overall aims and ethos (as outlined in the school prospectus).
2. To provide children with opportunities to enjoy and succeed in the subject as well as being stimulated and mentally and physically challenged to foster pupil independence.
3. To promote experiences that capitalise on children's natural abilities and interests, allowing them to discover their own aptitudes and engage in a wide range of physical enrichment activities and competitive activities and games.
4. To build upon the child's natural enthusiasm for movement, teaching them to use this confidently to explore and learn about their world and to acquire new subject knowledge and skills within a range of different contexts.
5. To provide children with the opportunity to be competitive and to respond to a variety of challenges in a range of physical contexts and environments.
6. To encourage enjoyment of and through physical activity and to help children to make reasoned active lifestyle choices on leaving school.
7. To develop pupils' physical competence, skill, intellect and confidence, and their ability to use these in a range of activities and understanding their body in action.
8. To promote physical skilfulness, physical development through perseverance and determination to be active for sustained periods of time.
9. To learn how to select and apply skills, tactics and compositional ideas to suit activities that needs different approaches and ways of thinking through purposeful PE lessons and active learning.
10. To provide opportunities for and encourage positive attitudes towards physical activity, as individual participants, team members and spectators, i.e. to observe the conventions of fair play, honest competition and good sporting behaviour.
11. To promote positive attitudes towards health, hygiene, safety procedures and improving fitness. To provide, through experience, knowledge and understanding about the relationship between health and physical activity, this can then be sustained through later life.
12. To provide opportunities to develop self esteem and personal characteristics like initiative, self-reliance and self-discipline.

13. To provide opportunities for children to acquire, plan, perform, evaluate and develop a wide range of motor skills, whilst developing communication skills and use of the correct terminology. To allow children to set targets for themselves and to evaluate their own and other's performances.
14. To encourage acceptance of success and failure and to develop understanding of what it takes to persevere, succeed and acknowledge others' success.
15. To provide students with the ability to foster leadership skills in a broad range of roles to extend knowledge and understanding.
16. To be able to perform basic water skills and swim 25metres by the end of Key Stage 2.
17. To use ICT to enhance knowledge and understanding and to instantly assess and evaluate their own and other's performances.

Entitlement

All pupils should have the opportunity to develop their Fundamental Movement Skills and Core Principles though non competitive and competitive situations:

Locomotion Skills – Walking, Running, Dodging, Jumping, Hopping and Skipping.

Stability Skills – Landing Balance, Rotation: twist, turn, roll, spin

Manipulation Skills – Throwing and Catching, Striking with Feet, Striking with Hands, Striking with an Implement

These are to be developed through:

- Acquiring and Developing Skills
- Selecting appropriate skills and application in a variety of scenarios
- Developing Physical and Mental Capacity
- Evaluating and Improving Performance
- Fitness and Healthy Lifestyles

This will be delivered within the following contexts:

- Outwitting Opponents, i.e., Games
- Problem Solving, i.e., Outdoor Education
- Movements Replication, i.e., Swimming & Gym
- Performing at Maximal Levels, i.e., Athletics
- Exploring and Communicating Ideas, Concepts and Emotions, i.e., Dance
- Exercising Safely and Effectively

Progression:

Hazel Leys Primary Academy - PE Curriculum Journey Map (2024 – 2026)

Year Group	Concepts / NC Aims	PE Pillars of Prof (Ofsted, 2022)	Curriculum Journey						National Age-Related Expectations EYF & ELGs / NC Attainment Targets
			Autumn	Autumn	Spring	Spring	Summer	Summer	
			Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
R	Personal, Social and Emotional Development Physical Development Expressive Arts and Design	Motor Competence	First PE (Early Years - E1) PPP	Enjoys A Ball (E1) PPP	FMS: Football (E1) PPP	FMS: Multi-Skills (E1) PPP	FMS: Athletic Skills - Athletics (E1) PPP	Develops Bad Skills through Tennis Skills (E1) PPP	<p>PSD E10: Be confident to try new activities and show independence and persistence in the face of a challenge. Explain the reasons for this, show right floor using and try to be successful.</p> <p>MP E10: Manage their own physical and personal needs, including choosing work and play opportunities and take turns with others.</p> <p>FD E10: Negotiate space and understand safety, with consideration for themselves and others.</p> <p>DM E10: Demonstrate strength, balance and coordination when playing.</p> <p>MD E10: Move energetically, such as running, jumping, dancing, hopping, skipping and stretching.</p> <p>AD E10: Performance, rhythm, drama and costumes with others, and take responsibility to create stories with their.</p>
			FMS: Movement to Music: Dance - Jump (E1) PPP	FMS: Movement to Music: Dance - Easy Tap (E1) PPP	FMS: Movement to Music: Dance - Super Hero (E1) PPP	FMS: Gymnastics (E1) PPP	FMS: Movement to Music: Dance - Word Moves (E1) PPP	FMS: Movement to Music: Dance - Seaside (E1) PPP	
1	Develop competence to excel in a broad range of physical activities.	Motor Competence	Outdoor and Adventure Activities (Y1) PPP	FMS: Athletics (Y1 Learning Intention) PPP	Team Games - Ball Games (Y1) PPP	Developing less traditional Activities: Yoga (Y1 Learning Intention) PPP	FMS: Bad Skills (Y1 - Lessons 7 - 12) PPP	FMS: Bad Skills (Y1 - Lessons 7 - 12) PPP	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their ability, balance and coordination, individually and with others.</p>
Team Games: Football Engagement (Y1) PPP			FMS: Dance - Space (Y1) PPP	FMS: Dance - Chimpers (Y1) PPP	FMS: Multi-Skills (Y1) PPP	Running, Jumping and Throwing Skills: Athletics (Y1 Learning Intention) PPP	Team Games: Badminton (Y1 Learning Intention) PPP		
2	Are physically active for sustained periods of time.	Motor Competence	Outdoor and Adventure Activities (Y2) PPP	FMS: Athletics (Y2 Learning Intention) PPP	Team Games - Bad Games (Y2) PPP	Health-Related Fitness: Praise Fitness PPP	Developing less traditional Activities: Yoga (Y2 Learning Intention) PPP	Tennis Skills: Tennis (KS1 - Y2 Learning Intention) PPP	<p>They should be able to engage in competitive (both specific and general) and co-operative physical activities, in a range of increasingly challenging situations.</p>
Team Games: Football Engagement (Y2) PPP			FMS: Dance - Winter (or pick topic) PPP	FMS: Dance - Fire of London (or pick topic) PPP	Athletic Skills: Indoor Athletics (Y2 Learning Intention) PPP	Athletic Skills: Athletics (Y2 Learning Intention) PPP	Team Games: Badminton (Y2 Learning Intention) PPP		
3	Engage in competitive sports and activities.	Motor Competence	Outdoor and Adventure Activities (Y3) PPP	Swimming (Y3) PPP	Multi-Skills (KS2 - Y3 Learning Intention) PPP	HRF (Circuit): Fitness (KS2 - Y3 Circuit 1-8) PPP	Swimming	Developing less traditional Activities - Handball	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p>
Competitive Games: Football (KS2 - Y3 Learning Intention) PPP			Tennis (KS2 - Y3 Learning Intention) PPP	Athletic (KS2 - Y3 Learning Intention) PPP	Competitive Games: Badminton (KS2 - Y3 Learning Intention) PPP	Swimming		Competitive Games: Rounders (KS2 - Y3 Learning Intention) PPP	
4	Lead healthy, active lives.	Motor Competence	Outdoor and Adventure Activities (Y4) PPP	Swimming (Y4) PPP	Tennis (KS2 - Y4 Learning Intention) PPP	Swimming	Athletic (KS2 - Y4 Learning Intention) PPP	Developing less traditional Activities - Handball	<p>They should enjoy communicating, collaborating and competing with each other.</p> <p>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.</p>
Competitive Games: Tag Rugby (KS2 - Y4 Learning Intention) PPP			Dance (Y4) PPP	Multi-Skills (KS2 - Y4 Learning Intention) PPP	Swimming		Competitive Games: Basketball (KS2 - Y4 Learning Intention) PPP	Competitive Games: Rounders (KS2 - Y4 Learning Intention) PPP	
5	Lead healthy, active lives.	Motor Competence	Outdoor and Adventure Activities (Y5) PPP	Swimming (Y5) PPP	Swimming	Athletic (KS2 - Y5 Learning Intention) PPP	Multi-Skills (KS2 - Y5 Learning Intention) PPP	Developing less traditional Activities - Handball	<p>Swimming and water safety</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</p> <p>Perform safe self-rescue in different water-based situations.</p>
Competitive Games: Tag Rugby (KS2 - Y5 Learning Intention) PPP			Tennis (KS2 - Y5 Learning Intention) PPP	Swimming	HRF (Circuit): Fitness (KS2 - Y5 Circuit 4-6) PPP	Competitive Games: Basketball (KS2 - Y5 Learning Intention) PPP	Competitive Games: Rounders (KS2 - Y5 Learning Intention) PPP		
6	Lead healthy, active lives.	Motor Competence	Outdoor and Adventure Activities (Y6) PPP	Swimming (Y6) PPP	Swimming	Athletic (KS2 - Y6 Learning Intention) PPP	Multi-Skills (KS2 - Y6 Learning Intention) PPP	Developing less traditional Activities - Handball	<p>Swimming and water safety</p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke).</p> <p>Perform safe self-rescue in different water-based situations.</p>
Competitive Games: Tag Rugby (KS2 - Y6 Learning Intention) PPP			Tennis (KS2 - Y6 Learning Intention) PPP	Swimming	HRF (Circuit): Fitness (KS2 - Y6 Circuit 4-6) PPP	Competitive Games: Basketball (KS2 - Y6 Learning Intention) PPP	Competitive Games: Rounders (KS2 - Y6 Learning Intention) PPP		

Dance, Gymnastics, Athletics and Multi-Skills in KS1 and the Foundation Stage.
Swimming will take place throughout Year 3-6.

- Dance, Gymnastics, Swimming, Athletics, Outdoor Education and Games in KS2

The school as a whole will focus upon each topic in unison. This will be delivered as follows:

The teaching of Physical Education and Sport is designated 2 x 60 minutes of curriculum time per week for Year 1-6. Reception has 1 PE session and other opportunities for outdoor play. In EYFS, Early Learning goals and targets will be focused upon throughout the year.

Teaching Methodology:

Physical Education is a practical subject and the emphasis should be on practical work with children actively learning through movement and purposeful PE lessons. However the Attainment target for Physical Education identifies planning, performing and evaluating as processes that contribute to learning. Teachers should identify strategies that will allow the development of these strands, whilst still remaining essentially practical. Our Curriculum identifies five central aspects of learning: acquiring and developing skills, selecting and applying skills, developing physical and mental capacity evaluating and improving performance and knowledge and understanding of fitness and health. Teachers will use a variety of teaching styles in order to provide the opportunities for all children to achieve and to develop the particular focus of the lesson. These will include directed teaching and free practice, some partner teaching, self-targeted activities and problem solving work. It

is for the teacher to decide upon the most appropriate teaching style/s to achieve a particular purpose.

Teaching Strategies:

Children should be given the opportunity to work:

- in whole class groups
- Group Work - size dependent on age/ developmental specific
- Paired work
- Individually
- Co-operatively
- Competitively
- Teams of various sizes
- Mixed ability group

Children need to have experience and opportunity

- to lead
- to make decisions/choices about their work
- to assess their own work and the work of others
- to praise the work of others and offer constructive advice
- to use accurate and appropriate vocabulary

Progression:

Progression is developed by:

- Moving from single task requirements to multiple.
- Increasing the complexity of skills.
- Moving from independent work to working with others.
- Moving from simple performing to adapting, refining and reviewing.
- Moving from simple spontaneous responses to making judgements.
- Performing tasks which require increasing physical maturity and strength.
- Making connections between activities.

At Reception and Key Stage 1, progress is characterised by:

- Watching and copying actions and then choosing their own answers to tasks which they can repeat to improve.
- Performing simple, single actions and putting two or more of these together to form a series or sequence.
- Working individually with increasing control and confidence before working with a partner or in a small group.
- Recognising safe spaces in which to work away from other people and recognising how to adapt this for safe working practice.
- Talking about what they did and then describing what someone else has done and what was good about it.

- Recognising the changes that happen to their bodies as they exercise with strong cross curricular links.

At Key Stage 2, progress is characterised by:

- Learning discrete skills and then being able to use them in a variety of changing situations to suit the nature of the activity.
- Making decisions increasingly more quickly, especially in simple competitive situations and evaluating where they have made progress.
- Being able to use a wider variety of equipment and apparatus safely and with control and how to use ICT to reflect upon their own learning.
- Gradually adopting simple, technical language to describe what they and others are doing and being able to suggest how improvements might be made.
- Moving from being largely concerned with their own performance to gradually responding to partners, group or team members and adapting their performance where necessary.
- Persevering for longer during activities to promote mental toughness at improving physical fitness and adapting skills
- Demonstrating increasing sensitivity, accuracy and technical efficiency in response to a range of stimuli through creative and exploratory practices.
- Being able to sustain energetic activity for longer periods in a number of activities.

Assessment/Recording:

- a. All pupils' progress is assessed in line with national curriculum descriptors using a PE MAPS (Stuart assessment).
- b. Pupils are involved in self and peer assessment whenever appropriate.
- c. Assessment informs planning for progress of skills (short-term planning).
- d. Pupil's achievement and progress in PE is reported to relevant staff.
- e. The school keeps a sample of pupil achievement such as photographs, records of athletics/swimming awards, links with cross curricular topics.

Monitoring and Evaluation:

Monitoring will be at times be carried out by the subject co-ordinator assisted by SLT. Information gathered as a result of monitoring and evaluation is used to improve the provision and impacts PE and Sports premium funding. A copy of the PE and Sport premium Action Plan is available online and upon request.

Safety:

Health and safety awareness is an integral part of children's learning in P.E and Sport. The safety of children in P.E. and sport lessons is of paramount importance. As well as teachers and teaching assistants considering health and safety during PE lessons, the children should be taught to consider their own health and safety and that of others.

Equipment Safety:

1. The apparatus must be annually safety inspected and before use to ensure it is in good working order.
2. Apparatus in need of repair should be marked accordingly and put away where it cannot be used until repaired.
3. Apparatus should be carried from place to place rather than being dragged, thus preserving the apparatus, and minimising the risk of damage to the floor.
4. Apparatus should not be placed too near to walls, radiators etc-sufficient space should be left for pupils landing, slowing down etc.
5. Pupils must be taught to handle apparatus correctly, although such handling should only take place with the teacher's permission, under teacher's supervision and be checked by the teacher prior to using.
6. Ensure that floors are clean and dry and clear of litter etc. before starting a lesson.
7. Check that the hall is adequately heated and well lit and that the surrounding chairs tables, and objects, etc are safely stored and well clear of any fire exits. Try to restrict the activity to one metre boundary from the surroundings.
8. Children must be supervised when getting equipment out and putting equipment away.

Pupil Safety:

1. All participants should wear appropriate "kit "suitable to each activity.
2. All children in Key Stage 1 and 2 will be required to have a change of clothing for physical education. Children will wear black or navy shorts, plain white or red t-shirt for Physical Education. Plimsolls or training shoes must be worn outdoors. All children will be bare footed during indoor activities unless they have foot problems which require them to wear plimsolls. Trainers must not be used for gym and dance.
3. All long hair should be tied back.
4. Teachers are to set a good example by wearing appropriate clothing and footwear when teaching PE.
5. During PE lessons no jewellery should be worn.
In the event of a child having an ear pierced and studs which cannot be removed by the child, a note must be received from the parent/guardian to give the teacher permission to apply micropore tape with padding behind the ear on the neck.
6. Teachers should be aware of any children with medical conditions, asthma etc. which should be noted in class register.
7. At the time of writing all teaching staff and LSA's are trained/ awaiting training "First Aiders". Temporary or supply teachers should know where first aiders can be found before teaching a PE lesson.

Adults other than teachers:



Learning Support Assistants employed by the school assist in the delivery of PE working either with individuals or small groups of pupils. They do so under the direction of the teacher. Adults other than teachers who work with children in curricular or extra-curricular time or parents will have appropriate training to work with small groups or larger groups of children, are DBS checked and are covered by their own insurance.

PE and Equal Opportunities:

All pupils are entitled to the same PE provision as their peers and adult support is provided so that this is possible.

Boys and girls have the same opportunities.

Where appropriate, pupils are grouped by size or by ability for aspects of games lessons so that all might participate fully.

Extra-Curricular Activities:

At the time of writing the school offers the following sports clubs:

- Games
- Netball
- Basketball
- Multi- skills
- Tae Kwon-Do

Equipment:

The quantity and quality of equipment changes constantly.

Cross Curricular Links/Health Education:

Where possible links are made between PE and other areas of the curriculum:

- Use of stop watches (timing and numeracy)
- Digital camera (ICT)
- Fair play, consideration and respect for others (PSHE, SMSC)
- Dance routines/rhythms (Music)
- Health and fitness (Science, PSHE)