



HILLSTONE PRIMARY SCHOOL

Physical Education Policy 2025 - 26



Hillstone Primary School
Physical Education Policy 2025-2026

Introduction

Hillstone Primary School believes that Physical Education (PE), physical activity and school sport are an essential part of a child's educational journey. PE develops physical competence and confidence, supports health and wellbeing, and helps build character, teamwork and resilience.

Policy Development

This policy has been developed in consultation with SLT, PE subject leaders, curriculum leads, teaching staff and pupils. It is reviewed annually and reflects current national guidance and best practice in primary PE.

PE / Sport Co-ordination and Subject Lead Responsibilities

The PE Lead is responsible for:

Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

Key Indicator 2: Engagement of all pupils in regular physical activity.

Key Indicator 3: Profile of PE and sport is raised across the school as a tool for whole-school improvement.

- Provide a broad and diverse PE curriculum
- Curriculum planning and implementation
- Supporting staff with training and CPD
- Leading assessment and monitoring progress
- Organising intra/inter-school events and extra-curricular provision
- Ensuring all activities are inclusive, safe and well-resourced
- Monitoring impact and reporting to SLT/governors
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Intention and Aims

We aim to:

- Promote physical literacy: the ability to move with competence and confidence.
- Foster enjoyment and engagement in physical activity for all.
- Promote positive attitudes: resilience, respect, teamwork and fairness.

- Celebrate effort and achievement in a way that does not cause fear or upset for lack of performance or failure.
- Build self-esteem through a positive culture of participation and encouragement.
- Embed the School Games values and the importance of respectful conduct toward teammates, opponents and officials.

The PE Curriculum

Our PE curriculum is intended to:

- Provide a broad, balanced and high-quality physical education that develops pupils' competence and confidence across a range of physical activities.
- Develop children's self-confidence and understanding of how to manage themselves physically in a variety of movement situations.
- Ensure that children experience success, personal challenge and enjoyment in PE without fear of failure, promoting lifelong engagement in physical activity.
- Encourage the development of physical literacy through differentiated activities that support individual, paired and group learning.
- Reinforce key values such as teamwork, fairness, respect and perseverance, helping children appreciate how sport transcends cultural and social boundaries.

Specific Aims in Physical Development

- Develop gross and fine motor competence and control.
- Build strength, coordination, flexibility and endurance.
- Learn and repeat movement sequences with increasing accuracy.
- Understand the benefits of an active, healthy lifestyle and how exercise affects the body.
- Recognise and apply principles of safe and effective exercising.

Specific Aims in Social, Emotional and Cognitive Development

- Foster a love of physical activity and sport.
- Encourage collaboration, communication and leadership.
- Build self-esteem through achievable success.
- Promote safe practices and personal responsibility.
- Support creativity in movement through problem-solving and decision-making.
- Enable children to plan, observe, evaluate and improve their own and others' performance.
- Develop resilience, sportsmanship, and a sense of fair play.

Spiritual, Moral, Social and Cultural Development through PE

- Celebrate effort and progress regardless of ability.
- Encourage children to do their best and support each other.
- Promote respect for teammates, opponents, officials, and the rules of the game.
- Use sport as a vehicle to raise self-esteem and foster community spirit.

Curriculum Design

Early Years Foundation Stage (Nursery & Reception)

In the Foundation Stage at Hillstone, we understand that physical development is a key aspect of a child's early growth. Children are provided with regular, rich opportunities to be physically active, both indoors and outdoors. Activities focus on the development of gross and fine motor skills through well-planned structured and exploratory play.

Children take part in at least 2 hours of structured physical activity each week, including direct teaching of movement through the PE Hub / Get Set PE EYFS scheme, complemented by active provision outdoors throughout the day.

- Physical development in EYFS is underpinned by the Early Learning Goals, and learning involves:
- Time to explore and refine movements and actions in an unhurried environment
- A safe, well-resourced learning space, both indoors and outdoors
- Stimuli such as music, rhymes, and props to support movement and creativity
- A focus on confidence, independence, and multi-sensory learning
- Staff use a dedicated PE HUB scheme to monitor and support progression in physical skills, closely aligned with the Physical Development goals of the EYFS framework.

Key Stage 1 and Key Stage 2 Provision

Pupils in KS1 and KS2 receive at least two hours of high-quality PE each week. PE is taught both by class teachers and specialist sports providers to ensure a rich, engaging and inclusive experience for all children.

Key Stage 1 Focus:

Development of fundamental movement skills: agility, balance, coordination

Introduction to team games, ball skills, simple gymnastics, and dance

Building confidence through small-sided games and expressive movement

Key Stage 2 Focus:

Application and development of skills through a wider range of activities including:

Invasion Games: football, tag rugby, basketball

Net/Wall Games: tennis, volleyball

Striking & Fielding: cricket, rounders

Gymnastics and Dance

Athletics and Outdoor Adventurous Activities

Progression-aligned Units of Work

Structured lesson plans per unit with learning objectives, differentiation, vocabulary and key questions

Music, imagery, and glossaries to enhance teaching

Assessment-aligned outcomes with clear progression routes

Areas of Activity:

Dance

Dance is an art form, which is concerned with developing control, co-ordination and versatility in the use of the body. It helps to maintain flexibility, develop strength and aesthetic awareness and the appreciation of beauty and quality in movement.

Composition, performance and appreciation are the three components of dance. All are inter-related and will usually be taught together.

Aims

- To develop control, co-ordination, balance and poise in basic actions of travelling, elevation and stillness.
- To enable children to learn to enrich movements by varying shape, size, direction, level, speed, tension and continuity.
- To experience and respond to a variety of stimuli, including music.
- To explore moods, express feelings and ideas and create simple characters and narratives in movement.
- To create dances with clear beginnings, middles and ends.
- To use techniques and styles to communicate meanings and ideas.
- To give children the opportunity to describe, interpret and evaluate all aspects of dance, choreography, performance and content production.
- To experience examples of traditional/folk dances from different countries.

Games

Games and competitive sports are an essential part of the physical education programme. They involve children participating individually, in a team, co-operatively and are concerned with skills, tactics and principles of play.

Aims

- To provide experience of a variety of different games including; invasion games such as football, basketball and hockey, net and wall games such as tennis and striking and fielding games such as cricket and rounder's.
- To gain understanding of common skills and principles, including attack and defence in all types of games
- To provide games practices that help improve skills.
- To develop own games, rules and scoring systems.
- To experience a variety of roles in each game including umpiring.
- To play and understand small-sided versions of recognised games
- To learn more advanced techniques and tactics in selected games and how to analyse them to improve performance.
- To experience the full sided version of a game and play in different positions in competitive situations.

Gymnastics

In gymnastics the focus is on the body. We focus on acquiring control, co-ordination and versatility Strength. This is developed and flexibility is maintained. The natural actions involved include, leaping, balancing, inverting, climbing, rolling and swinging. Pupils work alone, with partners and in small groups, sharing ideas, carefully sharing space and helping one another to lift, carry, place and use apparatus.

Aims

- To experience many ways of performing basic actions.
- To improve control of individual actions through repeated practice.
- To learn to link together a series of actions on floor and apparatus and to be able to repeat them.
- To learn how to lift, carry and position apparatus.
- To learn to emphasise elements such as changing shape, speed and direction in a longer series of actions in response to a task.

- To understand and be able to show how body tension, clarity of shape and extension influence quality.
- To understand and develop aesthetic qualities such as contrast, variety and repetition in more complex sequences.
- To demonstrate sequences with or without contact in partner work. .to learn and be able to analyse more advanced techniques

Swimming Provision at Hillstone Primary School

National Curriculum Statement

Swimming and water safety are statutory elements of the National Curriculum for Physical Education in Key Stage 2. All pupils must be taught to:

- Swim competently, confidently, and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively (for example, front crawl, backstroke, and breaststroke)
- Perform safe self-rescue in different water-based situations

These outcomes are expected to be achieved by the end of Year 6 and are supported through high-quality planning, delivery, and assessment of swimming instruction.

Delivery Model

At Hillstone Primary School, swimming is delivered as a core part of the PE curriculum in Key Stage 2. Our intention is to ensure that every pupil, regardless of background or ability, could meet or exceed the national curriculum outcomes by the end of primary school.

Swimming lessons are delivered through:

- Access to local swimming pools with qualified instructors
- Support from trained school staff where appropriate
- Curriculum tracking to monitor progress across Year 4–6
- **Pop-Up Pool Provision (Alternative Access Strategy)**

Where access to a traditional pool is not available or is logistically challenging, Hillstone may explore the use of temporary or “pop-up” pool solutions. However, in alignment with guidance from Swim England, the STA, and Swim Wales, this is only considered under strict conditions:

Compliance Criteria

Use of a pop-up pool will only be approved where the following can be evidenced:

- Compliance with PWTAG Technical Note 65 (temporary pool safety and hygiene)
- Adherence to HSE’s Pool Safety Operating Procedures (HSG179)
- Daily water quality testing and effective filtration systems

- Structural integrity of the pool and surrounding area
- Fully qualified swimming instructors or lifeguards present
- Thorough site-specific risk assessment and emergency procedures
- Clear mapping of curriculum outcomes and how they will be achieved (25m, stroke technique, rescue skills)

**Hillstone will not use any domestic or low-grade temporary pools that do not meet the required professional standards. All provision must be approved by senior leaders and external specialists where appropriate.*

Monitoring and Assessment

- Progress in swimming is assessed formatively and reported at the end of Key Stage 2
- Pupils unable to meet curriculum targets are identified early for additional support
- Data is submitted as part of PE and Sport Premium accountability measures

Funding and Inclusion

- The PE and Sport Premium may be used to subsidise swimming provision, instructor costs, transport, or pop-up solutions where eligible
- Swimming is planned to be fully inclusive, with provision and adaptation available for pupils with SEND or those requiring differentiated learning support
- Girls, pupils with cultural considerations, and non-swimmers are actively supported to feel confident, safe, and included in water-based activity

Partnerships and Quality Assurance

Hillstone works with local swimming providers, national guidance bodies (e.g. Swim England), and regional sport partnerships to ensure that:

- All staff and contractors operate to high standards of safety and pedagogy
- Swimming provision remains compliant with statutory requirements and national best practice
- Pop-up pool use, if pursued, is externally verified and responsibly managed

Athletic Activities

In athletics the focus is upon developing a variety of natural physical actions like running, jumping and throwing. The activities provide excellent opportunities for promoting physical fitness and understanding of how the body works.

Aims

- To experience and participate in running, jumping and throwing activities.

- To develop and practice the basic skills leading to the different athletic events. To learn how to measure, compare and improve performance.
- To experience competition.
- To learn about the effects of exercise upon physical health and fitness.

Outdoor and Adventurous Activities (OAA)

Outdoor and adventurous activities have the potential to satisfy the need for excitement and challenge in a positive way. They also provide opportunities for learning about our environment and us. This area is chiefly addressed in Year 6 during the residential and trips to Woodlands Activity Centre, this also includes Brighthouse.

Aims

- To explore the potential for physical activities within the immediate environment.
- To undertake simple orientation activities.
- To learn the principles of safety in the outdoors and how to avoid danger.
- To experience at least one exciting and challenging activity in an unfamiliar environment and learn the skills necessary for the activity.
- To experience the need for mutual support/reliance on others in a challenging environment.

British Values in PE at Hillstone Primary School

At Hillstone, we are committed to promoting the fundamental British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect, and Tolerance of Different Faiths and Beliefs. These are closely aligned with our school values of Respect, Aspiration, Resilience, and Kindness, and are actively embedded throughout our PE curriculum and sporting opportunities.

1. Democracy

- Pupils at Hillstone are given a voice in PE:
- Voting on class games or sports day events.
- Participating in pupil-led decisions through our School Sports Leaders programme.
- Sharing views on how to improve PE provision through feedback and discussion.
- This reflects our value of Aspiration, encouraging children to become active, engaged participants in their learning.

2. The Rule of Law

- Understanding, following, and applying rules is a key part of all physical activity:
- Pupils learn the value of rules in sport and understand the consequences of not following them.

- Consistent routines and clear expectations in PE support good behaviour and fairness.
- Reinforces our value of Respect – for the rules, the game, teammates and opponents.

3. Individual Liberty

- Pupils are encouraged to:
Make informed choices about activities in PE, including role selection (e.g. coach, captain, referee).
- Express themselves through dance, gymnastics, and creative movement.
- Challenge themselves in a safe environment, taking ownership of their development.
- Linked to our value of Resilience, pupils are supported in taking risks and striving to improve.

4. Mutual Respect

Hillstone pupils are taught to:

- Show sportsmanship in all activities celebrating wins humbly and handling losses gracefully.
- Listen to and support each other during teamwork, paired work, and reflection.
- This aligns with both Respect and Kindness, helping build a positive, inclusive sporting culture.

5. Tolerance of Those with Different Faiths and Beliefs

- PE at Hillstone offers opportunities to:
Engage with sports from different cultures (e.g. cricket, yoga, dance styles from around the world).
- Celebrate diversity through inclusive sports festivals and mixed teams.
- Promotes our school's inclusive ethos and supports our wider PSHE and Equality objectives.

How We Embed These Values

- Through curriculum PE lessons, extra-curricular clubs, inter- and intra-school competitions, leadership roles (e.g., Sports Ambassadors), and themed sports weeks.
- Staff actively model these values during all PE activities and challenge behaviour that contradicts them.
- PE lessons are carefully planned to develop the whole child – physically, socially and morally – in line with Hillstone's whole-school vision.

Equality and Inclusion

At Hillstone Primary School, we are committed to providing a fully inclusive and equitable Physical Education (PE) curriculum that offers every child the opportunity to succeed and participate fully. PE lessons are planned and delivered to ensure that all pupils, regardless of background, ability, gender, race, religion, sexual orientation, or socio-economic status, feel valued, included, and supported in achieving their personal best.

Our Commitment:

- **High Expectations for All:** We maintain high expectations for all pupils in PE, ensuring that every child has access to high-quality physical activity and learning opportunities.
- **Differentiated Learning:** PE lessons are differentiated to meet individual learning needs and abilities, including provision for gifted and talented pupils and those with SEND.
- **Accessible Resources:** We ensure that all facilities and equipment used in PE are accessible to all pupils and make adaptations where necessary to remove barriers to participation.
- **Inclusive Curriculum:** Our PE curriculum includes a broad range of sports and activities that reflect and celebrate cultural diversity, promoting mutual respect and understanding.
- **Gender Equity:** Boys and girls are given equal encouragement and opportunity to engage in all sports and physical activities. We actively challenge stereotypes and promote positive role models of all genders.
- **Support for SEND:** Working closely with our SENCO, we adapt PE activities and provide additional adult support or specialist equipment where needed, so all pupils can access and enjoy PE.
- **EAL Support:** We provide language support and visual aids where necessary to ensure that children with English as an Additional Language (EAL) can follow and engage with PE lessons confidently.
- **Inclusive Extra-Curricular Offer:** We aim to provide extra-curricular opportunities that are inclusive and accessible to all pupils, including those who may not traditionally take part in school sport.
- **Positive Behaviour and Relationships:** PE sessions foster an ethos of teamwork, respect, and fairness. We encourage positive social interaction, cooperation, and inclusive team spirit.
- **Staff Training and Awareness:** All staff involved in the delivery of PE receive regular training on inclusive practice and are equipped to identify and respond to the diverse needs of our pupils.

Monitoring and Evaluation

The PE lead, in conjunction with senior leaders and the SENCO, regularly monitors the participation and progress of all groups of pupils. Data is analysed to identify gaps in engagement or attainment and to ensure that interventions or additional support are provided where needed. Pupil voice is also used to shape inclusive practice and identify any perceived barriers to participation.

Link to Hillstone School Values

This inclusive approach supports and promotes Hillstone's core values of:

- Respect: for self and others in all physical activity settings
- Resilience: encouraging all pupils to overcome challenges and persevere
- Teamwork: recognising the strength of working together across differences
- Fairness: providing equitable chances for all to thrive
- Wellbeing: fostering a lifelong enjoyment of active, healthy lifestyles

Curriculum Differentiation

Using Newman University's SHARP Principles (Stretching whilst moving, High repetition of skills, Accessibility, reducing sitting and standing, and Promotion of physical activity) offer a robust framework for PE curriculum design that inherently supports differentiation. The key is to integrate these principles with established differentiation techniques.

Understanding the SHARP Principles and their link to Differentiation:

* **Stretching whilst moving:** This principle emphasizes keeping children active, even during transitions or instructions.

- Differentiation link: This can be differentiated by varying the complexity of movements, encouraging students to stretch to their own comfortable limits, or providing alternative active options for those with limited mobility.

* **High repetition of skills:** Focuses on providing ample opportunities for children to practice and apply movement skills.

- Differentiation link: This is crucial for mastery at all levels. Beginners need more repetition of basic skills, while advanced learners can focus on refining technique or applying skills in more complex scenarios.

* **Accessibility (differentiation):** This principle directly addresses differentiation, encouraging teachers to be aware of every child's ability and adapt tasks accordingly.

- Differentiation link: This is the core of tailoring instruction. It means modifying the task itself, the environment, equipment, or peer support.

* **Reducing sitting and standing:** Aims to maximize active learning time by minimizing passive periods.

- Differentiation link: By keeping all students moving, you create more opportunities for them to practice and engage, regardless of their current skill level. Those who might struggle with complex tasks can still be actively involved in simpler, continuous movements.

* **Promotion of physical activity:** Fosters a positive attitude towards physical activity and encourages lifelong engagement.

- Differentiation link: When students feel successful and enjoy PE, they are more likely to participate and develop their skills. Differentiation plays a vital role in ensuring this positive experience for every child.
- At least 70% of each lesson will focus on **Moderate to Vigorous Physical Activity** (MVPA) to promote physical fitness and health benefits for all pupils, this in turn reduces chances of low-level disruption and boredom.

Best PE Curriculum Technique for Differentiation using SHARP Principles:

The most effective technique will involve a blend of pedagogical approaches that leverage the **SHARP** principles. Here's a comprehensive approach:

* Embrace the "STEP" Framework for Differentiation (aligned with SHARP's 'A' - Accessibility):

The **STEP** framework is explicitly mentioned in relation to the **SHARP** principles as a tool for effective differentiation. It stands for:

* **Space:** Modify the playing area.

- Differentiation examples: Increase/decrease the playing area, restrict/control areas for less confident movers, create smaller zones for focused skill practice.

* **Task:** Alter the demands of the activity.

- Differentiation examples: Change rules, simplify/complexify movement patterns, adjust the number of repetitions, provide different teaching cues, vary direction/level/pathway of movement, adjust time limits.

* **Equipment:** Adapt the equipment used.

- Differentiation examples: Use larger/smaller balls, lighter/heavier equipment, different types of bats/rackets, or even no equipment for some foundational movements.

* **People:** Adjust the grouping and roles of participants.

- Differentiation examples: Work alone, in pairs, small groups, or larger teams; assign specific roles (e.g., leader, helper, coach, referee); use mixed-ability or similar-ability groupings strategically.

Explicitly Plan for SHARP Principles in Lesson Design:

For each lesson, consider how you will embed each SHARP principle, keeping differentiation in mind:



Active Warm-ups and Transitions (S & R): Design warm-ups that involve continuous movement and gradually increase in complexity. Minimize standing around during explanations by demonstrating while students are moving or having them practice a simple movement related to the instruction.

- Differentiation: Offer various ways to perform warm-up movements (e.g., high knees vs. marching, different stretches), allowing students to self-regulate intensity.

Skill Practice through High Repetition (H): Structure activities to maximize individual practice time. Use drills, stations, or small-sided games where every child is actively engaged.

- Differentiation: Provide differentiated challenges within the same skill practice (e.g., target practice with varying distances, different types of passes for different levels, individual challenges like "how many successful catches in 30 seconds").

Adaptive Accessibility (A): This is where STEP comes in most strongly. Before the lesson, consider the range of abilities in your class and plan for multiple entry points and extension activities for every task.

- Differentiation: Have alternative equipment readily available. Design tasks with varying levels of complexity (e.g., "Level 1: walk and dribble, Level 2: jog and dribble, Level 3: run and dribble past a defender").

Continuous Movement Flow (R): Design lessons where students are rarely static for prolonged periods. Use "active waiting" strategies (e.g., practicing a skill while waiting for a turn, light jogging on the spot).

- Differentiation: For students who need more breaks, provide clearly defined "rest" zones or alternative low-intensity activities that keep them engaged in the lesson's context.

Promote Enjoyment and Success (P): Celebrate effort and improvement, not just mastery. Provide constructive feedback that focuses on individual progress. Empower students to make choices and take ownership of their learning.

- Differentiation: Ensure success criteria are attainable for all, perhaps by having different levels of success criteria for the same task. Encourage peer support and self-challenge.

Utilise a Variety of Grouping Strategies:

- Mixed-ability groups: Promote peer learning and support, where more capable students can help those who are struggling.
- Similar-ability groups: Allow for targeted instruction and more focused challenges for specific skill levels. Use these sparingly to avoid stigmatization.
- Self-selected groups: Empower students to choose partners or groups based on their comfort levels and learning preferences.
- Employ Open-Ended Tasks and Challenges:
- Design activities that allow for a wide range of responses and skill application. This encourages creativity and allows students to work at their own pace and ability.

- Example: Instead of "dribble the ball in a straight line," try "explore different ways to move the ball around the space without letting it get away from you."
- Leverage Technology (where appropriate):
- Fitness apps for self-monitoring and goal setting.
- Video analysis for self-reflection and peer feedback, allowing students to identify areas for improvement at their own pace.
- Formative Assessment and Responsive Teaching:
- Continuously observe students during activities and adjust your teaching on the fly. Use questioning to gauge understanding and provide immediate feedback.
- Differentiation: Be prepared to modify the task or provide individualised cues based on what you observe.

In summary, the best PE curriculum technique for differentiation, when integrating Newman University's SHARP principles, is a dynamic and responsive approach that prioritizes active learning for all. By consistently applying the STEP framework within the SHARP principles, educators can create inclusive and engaging PE lessons where every student can achieve success and develop a lifelong love for physical activity.

PE for Pupils with Special Educational Needs (SEND)

Guiding Principle: Pupils with special needs should not be discriminated against in PE. Their program of activity should be as near normal as possible.

Ensuring Adherence to the Principle: Consultation

- Purpose: To gain a comprehensive understanding of the child's specific needs, capabilities, limitations, and any medical considerations.
- Parents/Guardians: Crucial for insights into the child's daily life, medical history, and emotional well-being. They can offer valuable information on what motivates their child and what challenges they face.
- Teachers (Class Teacher and SENCO) To discuss the child's overall educational plan, classroom behaviour, and how their SEND impacts their learning and participation. The SENCO will have a broader understanding of strategies and resources available.
- Doctors/Therapists (if applicable): For medical diagnoses, specific physical limitations, necessary precautions, and recommendations for physical activity (e.g., physiotherapists, occupational therapists).
- Children: Where appropriate, the child's own voice is vital. Understanding their preferences, fears, and what they enjoy can significantly aid in tailoring activities. This also promotes their sense of ownership and engagement.

Adaptation (Links with STEP and SHARP Principles)

- Purpose: To differentiate lessons so that a child with special needs can participate as fully as possible, while still working towards the learning objectives of the PE curriculum.
- Strategies for Differentiation / Modifying Rules: Simplifying game rules, allowing extra bounces in racket sports, or adjusting scoring.
- Varying Equipment: Using larger, softer, or lighter balls; bigger targets; or adaptive equipment (e.g., racquets with larger heads, throwing aids).
- Adjusting Space: Reducing the playing area, using defined pathways, or providing more personal space for movement.
- Changing Pace/Intensity: Allowing children to work at their own speed, providing more rest breaks, or reducing the duration of high-intensity activities.
- Altering Tasks: Breaking down complex skills into smaller, manageable steps; offering alternative ways to perform a movement (e.g., throwing underarm instead of overarm).
- Providing Support: Utilising teaching assistants, peer support (buddy system), or visual aids (e.g., demonstration videos, picture cards for routines).
- Offering Choice: Allowing children to choose from a range of activities that meet the objective, empowering them and increasing engagement.
- Focusing on Individual Progress: Shifting the emphasis from comparative performance to individual improvement and effort.
- Inclusive Grouping: Thoughtfully grouping children to ensure a balance of abilities and to facilitate peer support.
- Use of PE Session for Therapeutic/Physiotherapy Session: Such as Sensory Swimming sessions and smaller grouped PE Lessons.
- Purpose: To integrate therapeutic exercises and physiotherapy routines within the natural context of the PE lesson, making them more engaging and less clinical. This should be done in conjunction with medical professionals.

Implementation

- Embedded Exercises / Activities: Incorporating specific movements recommended by a physiotherapist into warm-ups, cool-downs, or skill-based activities
- Activity-Based Therapy: Using games or modified sports to work on specific therapeutic goals (e.g. throwing and catching for upper limb coordination, obstacle courses for spatial awareness and motor planning).
- Collaboration: Close liaison between the PE teacher, SENCo, and external therapists is essential to ensure that exercises are performed correctly, safely, and align with the child's therapeutic plan.

- **Individualised Stations:** Setting up a specific station within the PE lesson where a child can work on their therapeutic exercises, potentially with support from a teaching assistant, while other children are engaged in different activities.
- **Progress Monitoring:** Regularly reviewing the child's progress with parents and therapists to adjust the integrated therapeutic activities as needed.

Curriculum Assessment and Progression: PE National Curriculum Targets with Follow-On Indicators

EYFS (Early Years Foundation Stage)

Early Learning Goals for Physical Development: Moving and Handling:

- Negotiate space and obstacles safely
- Demonstrate strength, balance, and coordination
- Move confidently in a range of ways
- Handle equipment effectively

Health and Self-Care: Understand the importance of physical activity for health

Follow-On Indicators by Activity Area:

- Games: Begin to roll, kick, and throw balls with some control
- Dance: Respond to music with body movements and rhythm
- Gymnastics: Show basic balances and simple movements
- Swimming: (Where applicable) Comfortable in water, begin to move safely
- Athletics: Run and jump with coordination
- Outdoor Adventurous Activities: Explore different environments with confidence

Key Stage 1 (Years 1-2) National Curriculum Aims:

- Master fundamental movements: running, jumping, throwing, catching
- Participate in simple team games with basic rules
- Perform basic gymnastic movements and dance routines
- Understand benefits of physical activity

Follow-On Indicators by Activity Area:

- Games: Throw and catch with increasing accuracy; understand simple tactics
- Dance: Create and perform short sequences expressing ideas or stories
- Gymnastics: Combine balances, rolls, and jumps into simple sequences

- Swimming: Develop basic stroke techniques and water safety awareness
- Athletics: Improve running speed and jumping distance; practice throwing for accuracy
- Outdoor Adventurous Activities: Follow simple maps or instructions; work cooperatively in challenges

Key Stage 2 (Years 3-6) National Curriculum Aims:

- Develop and apply physical skills in varied contexts
- Use tactics and strategies in team games
- Perform expressive dance and complex gymnastic sequences
- Understand and improve personal fitness
- Engage in outdoor adventurous activities safely and confidently

Follow-On Indicators:

- Games: Apply tactics effectively; demonstrate refined throwing, catching, and striking skills
- Dance: Develop imaginative choreography; perform with control and expression
- Gymnastics: Perform complex sequences incorporating varied shapes, balances, and apparatus work
- Swimming: Swim competently, confidently, and proficiently over a distance; use a range of strokes effectively
- Athletics: Show improved technique in sprinting, distance running, jumping, and throwing events
- Outdoor Adventurous Activities: Plan and execute navigation tasks; demonstrate teamwork and problem-solving

Teachers are responsible for PE planning: supported by the PE Hub and Get Set PE scheme of work. Weekly plans must reference learning objectives clearly.

- Regular formative assessment is expected during each lesson.
- Each class has a PE folder to track assessment from Year 1 to Year 6 using structured assessment sheets.
- Reception and Nursery assess through Early Learning Goals and physical development tracking.
- All staff must engage in CPD to build subject confidence and safety awareness.
- If support is needed, it will be provided by the PE subject lead, specialist coaches, or via INSET.

Assessment for Learning (AfL) in PE at Hillstone

- Assessment is ongoing, formative, and developmental to inform teaching and support pupils' progress.
- Focus is on skill development, effort, understanding, and application rather than solely on performance.
- Use clear success criteria, peer and self-assessment, and teacher observation to provide constructive feedback.
- Encourage pupils to set personal goals and reflect on their progress (Such as My Personal Best (*Youth Sports Trust*))
- Insight assessment tool is used to record and track progress systematically against milestone trackers focusing on each area of physical development.

Nursery & Reception (EYFS)

Assessment Methods:

- Teacher observation during play and structured activities
- Photographic and video evidence of physical skills and participation
- Discussions with children about their movement and preferences
- Focus: Physical development stages, coordination, confidence, and willingness to engage in activities
- Use Insight to: Log developmental milestones linked to Early Learning Goals and monitor individual progress.

Key Stage 1 (Year 1 and 2)

Assessment Methods:

- Observation against clear skill checklists for fundamental movements
- Simple peer and self-assessment using smiley faces or thumbs up/down
- Short practical tasks demonstrating key skills (e.g., throwing a beanbag, balancing)
- Focus: Mastery of basic skills, following instructions, participation, and effort
- Use Insight to: Track attainment against milestone trackers focusing on physical development areas (games, dance, gymnastics, etc.) and identify pupils needing support or challenge.

Key Stage 2 (Year 3 – Year 6)

Assessment Methods:

- Skill-specific checklists and progression grids linked to curriculum objectives

- Peer and self-assessment using criteria sheets and reflective questioning
- Video recording for performance review in gymnastics, dance, or games
- Teacher notes on tactical understanding and application in games
- Focus: Technical skill development, tactical awareness, teamwork, creativity, and personal challenge
- Use Insight to: Record progress on detailed milestone trackers, monitor skill acquisition, and support personalised target setting.

Staff Training

- Staff will be encouraged to attend courses and review resources. The PE co-ordinator will have access to specific training to support and develop their role within their own lesson support sessions.
- Trainees will be given the opportunity to work alongside the class teacher / sports specialist and given support by the co-ordinator, who will model lessons and provide support where necessary. (Upskilling of teachers / CPD)
- The PE coordinator will create a timetable of observations or learning walks to support teachers in the professional development through identifying strengths and weaknesses.

Health and Safety

To minimise the risk of injury:

- Children should dress in shorts/ tracksuit bottoms and t-shirts.
- Children will work in bare feet for all indoor and apparatus work.
- Plimsolls or Trainers are worn for outdoor games, together with tracksuits if cold.
- Jewellery is not to be worn. Ears pierced for less than six weeks will be covered with medical tape.
- Long hair should be tied back, and rigid headbands should be removed.
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision, which will be checked by a teacher before use.
- As a minimum, the registering of children in lessons (swimming) and curricular/extra-curricular activities both onsite and offsite.
- All lessons to be registered and noted to keep checks on persistent no kit
- Avoiding inherently hazards activities, which cannot be reasonably managed.
- Adopting a position whereby the teacher can effectively supervise the class

Risk Assessing

General Risk Assessments should take place prior to any P.E lesson. In the halls and outdoor areas, teachers should look for the following.

Floor

- Is it clean, free from water or food?
- Are there any slippery patches?
- Any signs of dangerous objects (staples etc.)
- A safe working area away from obstacles is marked out with floor tape.

Lighting

- Is there sufficient light?
- Are the lights too low for the activity?
- Is there any sunlight likely to cause dazzling?
- Are any artificial lights flickering and causing 'strobing'?

Walls

- As there anything protruding from the walls or likely to fall off (loose display papers)?
- Is all apparatus against walls and secure?

Doors

- Closed and secure?
- Has space been allowed for the door to open safely?

Heating

- Not too hot or too cold?
- Apparatus and other Objects (see also below)
- All apparatus in good condition? A visual check prior to any lesson.
- Pianos, musical instruments, tables, chairs etc. Are they pushed out of harm's way?
- Is apparatus fit for purpose/age appropriate?

Equipment

- Is it stored safely and accessible?
- Storage area marked out and labelled.

Playgrounds

- Is the surface reasonably dry and free from loose materials?
- Is there any potential hazard likely to trip a child?
- Is there adequate space for the activities planned?
- Is there any of the outdoor climbing frames and trim trails in poor condition or state of repair

Playing Fields

- Any sign of broken glass, cans etc.?
- Any sign of faeces of dog, fox or cat?
- Any signs of dead animals
- Is there adequate space for the activities planned?
- Area checked by teacher with visual sweep and children warned to report anything they see.

Gymnastics Apparatus

- Gymnastics apparatus is potentially dangerous. The risk of injury can be minimised by applying the following procedures.
- Make sure all apparatus is returned to its allotted place and appropriately secured.
- Assemble and dismantle gym equipment systematically beginning with the assembly of large apparatus followed by the smaller pieces of equipment and finally the mats. This process is reversed for putting away.
- Visually check the safety of the equipment prior to, during and after use.
- Report any problems immediately to the Head/PE Coordinator for disposal or repair and label the apparatus 'not to be used' and removed from circulation.
- Children are taught to lift and carry equipment safely under direct adult supervision.

- SPORTS SAFE or 3D Logistics to do an annual report and check all common sports equipment to ensure quality of use and safety.



Using Wall Bars Safely and Effectively in Primary Gymnastics (Ages 4–11)

Gymnastics is a fantastic way to promote physical fitness, flexibility, and confidence among children aged 4 to 11. As a primary school teacher or coach, incorporating gymnastics into your curriculum can bring immense benefits to your pupils.

One essential tool in most school halls is the wall bars. Unfortunately, they often end up gathering dust because many teachers feel unsure about how to use them safely.

Taken from our online course for teachers and coaches, this guide walks you through how to use wall bars confidently and effectively in your PE lessons.

These versatile pieces of equipment might seem intimidating at first, but with the right guidance, you can safely incorporate them to enhance your gymnastics provision.

Step 1: Familiarise Yourself

Before introducing wall bars to your pupils, take time to become familiar with the equipment. Understand its various parts — the rungs, frames, and attachment points. This familiarity will help you feel more confident and allow you to navigate the setup efficiently.

Step 2: Safety First

1. The safety of our pupils is paramount.
2. Before each session: Thoroughly inspect the wall bars for any signs of wear or damage.
3. Ensure the bars are securely attached to the wall and that the frame is stable.
4. Clear the area around the wall bars to remove any potential hazards.
5. Set clear safety expectations with children: Respect the climbing apparatus.

6. No jumping off.
7. Always step down safely.
8. Travel at a sensible height.
9. Do not go over the top or touch the ceiling.
10. Be aware of others on the bars.

Note: British Gymnastics advises that mats are not used beneath wall bars, as they can encourage jumping. However, always check your school's policy, as some may require mats to be in place.

Y-Shaped Climbing Frame Guidance

For a “Y-shaped” climbing frame (like the one at Hillstone), the number of children allowed on it at once will vary — unlike the strict one-child rule for wall bars. The exact number depends on several factors and should always be guided by the school's risk assessment and PE policy.

Before each use, ensure the frame is clear of any debris or obstructions, and that it is securely bolted into the floor at the designated locking points to make it completely rigid and stable. This is essential to maintain safety and prevent movement during activity.

(See pictures attached for visual guidance)

Key factors include:

Design and size: Some Y-frames are smaller, three-panel folding frames for small groups, while others are large, multi-activity structures.

Manufacturer's specifications: Always follow the recommended capacity and weight limits.

Supervision and age group: Younger pupils require closer supervision and fewer users at once.

Practical guideline: A safe working number is typically no more than 8 pupils at one time (e.g. 4 on each side).

Step 3: Start with Basic Movements

Begin with simple, foundational activities to introduce pupils to the wall bars.

Teach them how to:

1. Grip the bars securely.
2. Maintain strong posture and body control.
3. Perform basic actions such as hanging, climbing, and leg lifts.

These build strength, coordination, and confidence before moving to more complex skills.

- Step 4: Incorporate Routines

Once children are comfortable, integrate the wall bars into sequences involving shapes, travelling, and balances. Encourage pupils to work individually, in pairs, or small groups to keep lessons active and creative.

Step 5: Progression and Skill Development

As confidence grows, introduce progressive challenges such as mirroring, matching, or canon movements. These develop coordination, teamwork, and spatial awareness, and are ideal for linking with floor work.

Step 6: Encourage Creativity

Allow pupils to explore and experiment safely. Encourage them to design their own short sequences using different ways of climbing, hanging, and balancing. This promotes ownership, creativity, and a sense of achievement — key ingredients for sustained engagement and confidence.

Final Note:

Using wall bars as part of your gymnastics teaching for 4–11-year-olds can be incredibly rewarding. By following this step-by-step guide, you'll build your own confidence while ensuring pupils use the equipment safely and effectively. With clear expectations, steady progression, and encouragement, your pupils will develop physical competence, body control, and creativity embracing the exciting world of gymnastics with enthusiasm. *Reference: Mastering Wall Bars: U-Sports. www.U-sports.co.uk*

Mats

- Much has been discussed about the safe use of mats over the past few years. The use of mats with apparatus is to 'act as landing zones for safe dismounts' not to be used under wall bars and climbing equipment.
- Use mats where they are expected to cushion deliberate landings.
- Do not scatter them around profusely. They can become just as much of a hazard as a safety feature.
- Be wary of placing a mat where there is a high probability of a child falling from an apparatus. It is better to limit the apparatus or the expectations on the child.
- Teachers and children should check mats throughout P.E lessons because of the likely movement.

Football Goal Posts and Basketball Posts

- Goal posts must be secured either cemented in the ground or filled with Sand and Water. No-one should be allowed to swing on the posts
- Samba goals can be left on the field and do not have to be secured down

Clothing. Personal Effects and Protection

- Clothing is an important aspect to safety in PE. A change of clothes for all age groups is therefore a vital part of health and safety.
- Children should wear shorts/tracksuit bottoms and t-shirts for all PE lessons.
- Bare feet are required for some indoor and apparatus-based lessons.
- Plimsolls or trainers must be worn for outdoor activities; tracksuits may be worn in colder weather.
- Jewellery must not be worn. Recently pierced ears (less than 6 weeks) must be covered with medical tape.
- Long hair should be tied back, and rigid headbands must be removed.
- Teachers must ensure that all children have appropriate PE kit and record persistent lack of kit.

Gymnastics and Dance

Jewellery: All jewellery (including earrings, watches, and fitness trackers) must be removed before lessons. If earrings cannot be removed, they should be covered with medical tape provided by parents/carers.

Hair: Long hair must be tied back securely to prevent entanglement with equipment or obstruction of vision.

Environment Check: The hall or gymnastics area should be checked before lessons for trip hazards (e.g. loose mats, bags, wet floor), and apparatus must be securely positioned and checked before use.

Supervision and Spotting: Staff must ensure appropriate spotting techniques and mat placement are used for activities like rolls, balances, and vaulting.

Progression and Differentiation: Ensure children do not attempt advanced movements (e.g. handstands, cartwheels, somersaults) without being taught correct technique and under supervision. Activities should be progressive and developmentally appropriate.

Games Lessons

Jewellery and Hair: Same rules as gymnastics, all jewellery removed, and hair tied back.

Equipment Check: Balls, goals, cones, and other equipment must be checked regularly for wear and damage.

Playing Surface: Outdoor playing surfaces should be inspected before each lesson. Lessons should not proceed on icy, excessively wet, or unsafe grass or tarmac.

Weather Conditions: Games lessons should be adapted or relocated indoors in high winds, icy or thunderstorm conditions. Children must stay hydrated in hot weather, and sun hats/sunscreen may be advised.

Contact Games Guidance: In contact sports like tag rugby or football, ensure that rules are adapted to suit age and skill level, and enforce non-aggressive play. Tag belts or foam equipment should be used when appropriate.

Swimming Lessons

Jewellery & Hair: All jewellery must be removed before entering the pool. Long hair should be tied up and covered by a swimming cap.

Goggles (Clarify Policy): Eye goggles may only be worn with written permission from a parent/carer, as per Swim England guidance, and must be well-fitted and safe.

Medical Needs & Infections: Children with open wounds, ear infections, or contagious conditions should not take part. Parents should inform staff of any health conditions in advance (e.g. asthma, epilepsy).

Supervision and Ratios: Adult-to-pupil ratios should comply with national guidelines and must include qualified swimming instructors and trained lifeguards.

Emergency Protocols: All staff involved should be aware of pool emergency procedures (e.g. whistle signals, location of first aid kits, and evacuation routes).

Pop-Up Pools: Ensure risk assessments are conducted and that the temporary pool complies with Swim England guidance, including daily water quality testing, temperature checks, and secure access when not in use.

General PE Safety (Apply to All Areas)

Medical Information: Staff must have access to up-to-date medical information and emergency medication (e.g. inhalers, EpiPens) during PE lessons.

Warm-up and Cool-down: Every lesson must include an appropriate warm-up and cool-down phase to reduce the risk of injury.

Footwear and Clothing Policy: Ensure parents are reminded of appropriate clothing/footwear expectations in regular communications.

Accident Reporting: Any injuries must be reported in line with the school's First Aid and Accident Reporting procedures.

Risk Assessments: Risk assessments must be in place for all PE activities and reviewed annually or after incidents.

Supervision and Risk Assessment: All PE activities must be supervised by a responsible adult.

Risk assessments must be completed and reviewed regularly for all PE lessons, including extra-curricular clubs, off-site activities, and swimming. The learning environment and all equipment must be checked before use to ensure it is safe and appropriate.

Qualified First Aiders:

- A qualified paediatric first aider must always be on site during PE lessons.

- For off-site PE activities (e.g. swimming, sports fixtures), staff should ensure a qualified first aider accompanies the group or is accessible at the location.
- In the event of an injury, first aid must be administered immediately and recorded in accordance with the school's accident and incident procedures.

Defibrillator Use:

- The school has an on-site Automated External Defibrillator (AED) located on the wall inside the main office area.
- All PE staff and lunchtime supervisors must know its location and how to access it in an emergency.
- Designated staff have received AED training. In a cardiac emergency, 999 should be called immediately, CPR begun, and the AED used as directed.

Safeguarding in Physical Education

This section should be read in conjunction with Hillstone Primary School's:

- Safeguarding and Child Protection Policy
- Staff Code of Conduct
- Behaviour and Anti-Bullying Policies
- Safer Recruitment Policy
- Keeping Children Safe in Education (KCSIE, 2024)
- Designated safeguarding leads

This Policy aligns with current expectations from the Association for Physical Education (afPE) and the Department for Education to ensure all PE and school sport provision is safe, inclusive, and promotes the welfare of all children.

Key Safeguarding Principles in PE and School Sport

- All adults working with children in school must have an enhanced DBS check and follow the school's safeguarding protocols. This includes volunteers, sports coaches, external instructors, and supply staff.
- All staff delivering or supervising PE and sport must have appropriate safeguarding training, know how to identify and report concerns, and be aware of how safeguarding intersects with physical activity, changing, supervision, and inclusion.
- The PE Lead is responsible for ensuring all physical activity providers (including external coaches) are compliant with safeguarding expectations, qualified appropriately, and briefed on school procedures.

Changing for PE: Guidance and Good Practice

- Changing for PE and swimming can raise sensitive safeguarding considerations and can significantly affect a child's comfort, participation, and wellbeing.
- It is expected that pupils change for PE, especially when physical exertion requires it for hygiene purposes. However, practice should be sensitive to pupils' needs, maturity, and wellbeing.
- Supervision during changing should be passive, ensuring safeguarding without invading privacy. Staff should remain vigilant but not in direct line of sight unless necessary (e.g. in EYFS where more support is developmentally appropriate).
- Staff must never change with or in front of pupils. Any allegations or concerns must be reported immediately in line with KCSIE.
- Children from Reception to Year 5 typically change in their classrooms under appropriate supervision. Pupils are encouraged to change independently, with adults offering verbal prompts rather than physical help wherever possible.
- Year 6 pupils may change in designated separate areas of the classroom, using furniture or screens to create discrete zones. Consideration should be given to covering windows or glass panels for privacy, where practicable.
- Pupils requiring alternative arrangements (due to medical, cultural, SEND or emotional needs) should have these agreed and documented in advance in consultation with the pupil, parent/carer, and relevant staff. For example, a pupil may change in the toilet area, supervised remotely, or with a same-sex peer as appropriate.
- Swimming changing rooms should be single-sex wherever possible. Where only shared cubicles are available, arrangements should be made to ensure at least two boys or two girls change together, never mixed unless this is explicitly required and authorised (e.g. SEND support), and safeguarding compliant.

Staffing, Supervision and Professional Boundaries

- Male staff supervising girls during PE or swimming should request support from a female member of staff or teaching assistant where possible to avoid any misinterpretation or risk.
- Staff must follow the school's intimate care policy if a child needs help changing due to medical or toileting needs. This must be logged and, where applicable, part of a care plan.
- Staff should never take photos or videos in changing areas. Photography and recording must only take place in line with the school's safeguarding and online safety policies.

These practices support Hillstone's wider commitment to child protection and align with Keeping Children Safe in Education (KCSIE) and the school's own Safeguarding and Staff Conduct Policies.

Exposure to the Sun and Hydration in PE and School Sport

At Hillstone Primary School, we recognise the importance of managing sun safety and hydration during physical activity, particularly during the warmer months. While total risk elimination is not possible, appropriate safeguarding measures are implemented to reduce the likelihood of sun-related harm such as heat exhaustion, sunburn, or dehydration.

These procedures align with Department for Education (DfE), Association for Physical Education (afPE), and NHS guidance on pupil welfare and safety during outdoor activity

Sun Safety Procedures

- Lesson Duration: On hot days (especially above 24°C), outdoor PE lessons should be limited to a maximum of 45 minutes, with consideration given to relocating to shaded or indoor areas where feasible.
- Protective Clothing: Pupils should be encouraged to wear hats with brims or peaks, light long-sleeved shirts, and UV-protective clothing where possible.
- Sunscreen:
- Children should arrive at school having had high-factor (SPF 30+) sunscreen applied at home.
- Staff may remind and supervise pupils to reapply sunscreen themselves before outdoor sessions.
- Staff must not apply sunscreen to pupils due to safeguarding and allergy policies.
- Shade Access: Wherever possible, use shaded or partially covered outdoor areas. Teachers are encouraged to rotate activity stations to include shaded breaks.

Hydration

- Pupils are required to bring clearly labelled water bottles to all PE lessons.
- Hydration breaks must be scheduled during all PE and sports activities, and teachers should ensure:
- Children drink before, during, and after activity.
- Breaks occur every 15–20 minutes in hot weather, or more frequently if signs of fatigue or overheating appear.
- Teachers must remain vigilant for early signs of heat exhaustion, including headache, dizziness, flushed skin, and excessive sweating. First aid procedures should be initiated immediately if symptoms occur.

Parental Involvement: Parents will be reminded via newsletters or PE letters in summer months about:

- Providing suitable sun hats, water bottles, and sunscreen.
- Encouraging children to apply sunscreen before school.

Accidents, First Aid, and Head Injury Protocol

- Accident prevention and response are fundamental to the safe delivery of Physical Education and school sport. These procedures should be followed in conjunction with the school's Health and Safety Policy, First Aid Policy, and the Department for Education's guidance on managing health and medical needs in schools. (also noted above)
- All injuries occurring during PE lessons, sports clubs, or competitions will be assessed and treated by a qualified first aider.
- The nearest first aider and the school office should be alerted immediately for any moderate to serious injury.
- In all cases of injury, the incident must be recorded in the school's Accident Report Form. The original form will be sent home with the child, and copies will be stored securely by the Headteacher and within the school's accident records.

Head Injury Protocol

Head injuries, even those that appear minor, will be treated with the highest level of caution

- All head injuries must be reported to a qualified first aider immediately and assessed for signs of concussion or other complications.
- Parents/carers will be contacted as soon as possible to inform them of the injury, regardless of severity.
- A head injury slip will be sent home detailing the nature of the injury, symptoms to monitor, and when to seek medical attention.
- The child will be monitored closely for the remainder of the day, with observations recorded by staff (including any changes in behaviour, alertness, or physical symptoms).
- In the case of suspected concussion, the school will follow NHS and Youth Sport Trust guidance on rest and graduated return to physical activity. This may involve a minimum rest period and a phased return to PE and sport.
- If the injury is severe or there are signs of concussion (e.g. vomiting, dizziness, confusion, drowsiness), emergency medical assistance will be sought immediately by calling 999.

General School Site First Aid Guidance

- All PE areas (indoor and outdoor) should have readily accessible first aid kits, checked regularly for stock and expiry.
- Staff must be aware of pupil medical needs (e.g. asthma, allergies, epilepsy) and ensure that emergency medication is present and accessible.



- The onsite defibrillator must be clearly signposted, easily accessible, and checked weekly. Staff should know its location and trained personnel should be confident in its use.

Hillstone Children Without PE Kit

At the beginning of each term, parents and carers are reminded of PE kit expectations through the school newsletter and other communication platforms.

If a child forgets their PE kit:

- First occurrence: The class teacher will issue a polite reminder and, where possible, provide a spare kit so the child can participate fully.
- Repeated occurrences: The teacher will have an informal conversation with parents/carers to understand the cause and work together to resolve the issue.

In the event of ongoing lack of kit:

- The child will be encouraged to take on an active supporting role within the lesson, such as officiating, observation with feedback, or peer coaching.
- The child may complete a short-written reflection or task linked to the lesson's learning objective to ensure continued progress in knowledge and understanding.

Spare Kit Provision:

- The school maintains a stock of clean, age-appropriate spare PE kits (including plimsolls/trainers) for emergency use.
- Children will be discreetly offered a spare kit when needed to avoid embarrassment and ensure inclusion.

Financial Hardship:

- If consistent lack of kit is identified and financial hardship is suspected, staff will sensitively liaise with pastoral leads or senior leadership.
- Discreet support may be offered, such as access to the school's uniform fund or donated kit.

Inclusion and SEND Considerations:

- Reasonable adjustments will be made for children with SEND, medical needs, or sensory sensitivities (e.g. alternative clothing, adapted activities).
- PE staff will liaise with the SENDCO and families to ensure barriers to participation are addressed and all pupils are included in a meaningful way.

The overarching aim is to promote preparedness, participation, and equity ensuring that all children feel included, supported, and encouraged to take part in physical education.

School Games Mark

Hillstone Primary is proud to participate in the School Games Mark award scheme, a national benchmarking framework that recognises a school's commitment to developing high-quality physical education, school sport, and physical activity opportunities. The scheme is coordinated by Sport England and the Youth Sport Trust and is endorsed by the Department for Education.



- The School Games Mark provides a clear structure for schools to evaluate and improve provision across four key areas:
- Engagement: increasing participation in physical activity across all year groups.
- Competition: offering a balance of intra-school (house team) and inter-school sporting opportunities.
- Leadership and Workforce: developing young leaders and sports ambassadors within the school community.
- Pathways and Partnerships: building links with local clubs and community sport organisations.
- Participation in the award supports our wider school improvement priorities, including:
- Raising attainment and wellbeing through increased physical activity and motivation.
- Promoting inclusion and equality by ensuring access for all pupils, including those with SEND.
- Developing character and leadership through sportsmanship, teamwork, and responsibility.
- Celebrating pupil success both within and beyond the school environment.

At Hillstone, the PE coordinator works strategically with local School Games Organisers and attends termly Birmingham PE network meetings to enforce our annual PE action plan. At the end of each academic year, a review of our performance is conducted, and new targets are agreed to ensure alignment with the criteria for either Bronze, Silver, Gold, or Platinum status.

All competitive events, extracurricular clubs, curriculum sessions, and staff training are recorded to provide a robust evidence base. This contributes not only to the award application but also supports internal quality assurance and accountability to governors and stakeholders.

Currently, Hillstone holds the **Gold School Games Mark Award 2024-2025** reflecting our high standards and inclusive approach to PE and school sport. We remain committed to maintaining and enhancing this standard, with an ambition to work towards Platinum status in the near future.

Pathway 2 Podium (P2P) – Sport Birmingham



Hillstone Primary is an active participant in Pathway 2 Podium (P2P), a key programme led by Jayne Pillar of Sport Birmingham in partnership with the School Games network. This initiative is designed to recognise and support schools in developing inclusive, high-quality physical activity and sport provision, particularly focusing on creating long-term, sustainable impact.

The programme aligns closely with national priorities around physical literacy, youth leadership, and wellbeing. Schools are awarded one of four levels Engage, Inspire, Excel, or Lead based on their current provision and strategic development in PE, sport, and physical activity.

Benefits for Schools, Pupils and the Wider Community

Participation in P2P supports Hillstone's broader education aims and brings tangible benefits across the following areas:

Strategic Development:

- P2P encourages schools to reflect critically on their whole-school approach to physical activity, leading to stronger planning, targeted investment (e.g. through the PE and Sport Premium), and ongoing CPD for staff.

Inclusion and Equity:

- The programme places particular emphasis on increasing access for underrepresented groups, including girls, children with SEND, and those less physically active — supporting Hillstone's commitment to equitable provision.

Pupil Voice and Leadership:

- P2P fosters the development of pupil leadership roles through school sport councils, ambassadors, and event planning. These opportunities build confidence, communication skills, and a sense of ownership among young people.

Recognition and Motivation:

- Schools are awarded P2P status in recognition of their commitment, which raises the profile of PE and sport and motivates the school community to continue striving for excellence.

Connections and Collaboration:

- Through P2P, Hillstone is connected to a network of local schools, sports providers, and community clubs, enhancing the breadth of opportunities available to pupils and creating clear progression pathways.

Hillstone's Current Status and Commitment:

Hillstone has embraced the P2P framework as part of its ongoing drive for excellence in PE and sport. The PE lead engages with Sport Birmingham and School Games Organisers to reflect on current provision, plan for targeted improvement, and celebrate progress.

By embedding the Pathway 2 Podium principles into our school's physical activity culture, Hillstone ensures that every pupil has access to high-quality opportunities from initial engagement right through to leadership and excellence.

Active Classrooms and Cross-Curricular Links in Physical Education

At Hillstone Primary School, we are committed to promoting active lifestyles throughout the school day not just during PE lessons. We recognise that physical activity supports concentration, memory, behaviour, wellbeing, creativity, oracy, and innovation, we seek to make purposeful and meaningful cross-curricular connections that enrich pupils and boost academic performance. As such, we strive to create Active Classrooms where movement is embedded across the curriculum and used as a tool to enhance learning and pupil engagement.

Teachers are encouraged and supported to:

- Integrate physical movement into daily teaching through active learning strategies (e.g. jumping to number facts, acting out verbs, or spelling with movement).
- Use short activity breaks and energisers (e.g. brain breaks, GoNoodle, Just Dance, yoga, stretching) to refresh and refocus pupils between learning tasks.
- Incorporate standing tasks, partner walking discussions, and pupil-led movement games into lessons across subjects.
- Promote a positive classroom ethos where movement and physical wellbeing are valued as essential components of a successful learning environment.

Active learning is also supported through:

- Outdoor learning opportunities.
- Whole-school physical activity challenges.
- The use of flexible seating and learning zones that encourage posture changes and mobility.

By embedding physical activity into everyday classroom practice, we aim to reduce sedentary time, support physical and mental wellbeing, and create a school culture where being active is the norm—helping every child thrive both physically and academically

Physical Education is not taught in isolation. It is regularly integrated with other subject areas, providing pupils with varied opportunities to apply, explore, and extend their learning across disciplines. These links include, but are not limited to:

English

PE supports children's oracy and literacy development by encouraging them to:

- Use specific vocabulary to describe movements and actions.
- Reflect on performance and communicate improvements.

- Follow multi-step instructions and collaborate effectively through speaking and listening.
- Engage in peer and self-assessment, using accurate, subject-specific language.

Mathematics

PE provides opportunities for the practical application of numeracy skills such as:

- Measuring distances, time, and speed.
- Understanding and interpreting data (e.g. in athletics results).
- Using problem-solving skills in structured games and outdoor activities.

Science

Links between PE and science are actively fostered to deepen understanding in areas such as:

- The human body and its systems (e.g. cardiovascular and muscular systems).
- Healthy eating and the importance of an active lifestyle.
- Forces, including pushing and pulling, balance, and gravity.

Hillstone Life Skills PSHE (Promoting Alternative Thinking Strategies)

PE contributes significantly to pupils' personal development by helping them:

- Understand the mental and physical benefits of regular exercise.
- Make informed lifestyle choices relating to health and wellbeing.
- Build resilience, confidence, and emotional regulation through physical challenge.
- Use of Kapow Scheme

Spiritual, Moral, Social and Cultural (SMSC) Development

Through PE, pupils learn to:

- Work cooperatively and fairly with others, regardless of ability or background.
- Respect differing skill levels and support their peers.
- Reflect on their own abilities and behaviour in competitive and cooperative situations.
- Celebrate cultural diversity in sport and recognise the impact of global sporting influences.

Geography and Outdoor Learning

Outdoor and Adventurous Activities (OAA) encourage links with geography by:

- Exploring map skills, navigation, and orientation.
- Developing an appreciation of the outdoor environment and sustainability.

- Enhancing teamwork and leadership through practical, place-based learning.

Computing

PE lessons may integrate technology for:

- Video analysis to support performance review and feedback.
- Data logging to track physical progress.
- Using apps and digital tools to plan, record, and evaluate routines or strategies.

Extra-Curricular Sport Policy

At Hillstone Primary School, we are fully committed to promoting lifelong participation in physical activity through a comprehensive programme of extra-curricular sport. Our provision aims to complement the PE curriculum, foster a culture of inclusion and enjoyment, and enable pupils to further develop their skills, confidence, and leadership through physical activity beyond the classroom.

Aims:

- To provide all pupils with access to a broad range of sporting opportunities beyond curriculum time.
- To increase participation in both competitive and non-competitive sport.
- To raise the profile of sport within the school and community.
- To support pupils' physical, social, and emotional wellbeing through active engagement.

Provision Includes:

- A diverse programme of extra-curricular clubs running at lunch and after school, open to all age groups and abilities.
- Participation in external competitions (Level 2) via the School Games competitions and festivals and the Birmingham Schools Sport Association
- Friendly matches and festivals organised with local schools and community groups to broaden pupils' experiences.
- A programme of intra-school (inter-mural / Level 1) competitions to promote team spirit, leadership, and inclusion.
- Clubs and activities tailored to be both competitive and recreational, ensuring access for all pupils regardless of skill level or confidence.
- A published extra-curricular timetable at the start of each term, ensuring clarity and consistency in provision.
- Regular celebration and promotion of sporting participation and success through the weekly school newsletter, assemblies, School social media and the PE notice board.



Sporting Memberships and Partnerships:

Hillstone maintains active memberships in various sporting associations and networks, including:

- Birmingham Schools Sport Association – (Chris Smith)
- School Games Programme – Andy Root (Archbishop Illsley)
- East Ward FA Girls Strategic Lead for Shard End – Lee Fraser (Hillstone)

These memberships provide:

- Access to local and city-wide competitions and festivals.
- Inspirational opportunities through visits and events with sporting role models and ambassadors.
- Opportunities for professional development and curriculum support.
- A broader platform to engage pupils in high-quality physical activity and structured sport.

Impact and Outcomes:

- Through our extra-curricular programme and associated partnerships, we aim to:
- Raise participation in high-quality PE and physical activity.
- Improve pupil motivation, behaviour, and attitudes in lessons and across school life.
- Provide clear progression routes for pupils showing potential or interest in competitive sport.
- Foster inclusive participation and enjoyment, aligned with our values of respect, resilience, and teamwork.
- Celebrate and share pupil achievements to inspire future participation.

Monitoring and Review	Signed and dated
-Lee Fraser (Head of PE & Sport)	Signed:
-Jason King (Head Teacher, Hillstone Primary School)	Signed:
- (PE School Governor / Trustee)	Signed:
<i>This Policy will be reviewed yearly</i> <i>Review Date July 2026 for the academic year beginning 2026-2027</i>	



Hillstone School

Inspire * Care * Educate