



Hunsbury Park Primary School

PE & Sports Policy

Updated: February 2025

Contents:

- 1. Statement of Intent**
- 2. Aims and Objects**
- 3. Curriculum Planning and Organisation**
 - 3.1 EYFS**
 - 3.2 KS1**
 - 3.3 KS2**
 - 3.4 Swimming & Water Safety**
 - 3.5 Cross curricular links**
 - 3.6 Extra-Curricular activities**
- 4. Non-participants**
- 5. Health & Safety**
 - 5.1 Clothing and Changing**
 - 5.2 Appropriate clothing for indoor PE**
 - 5.3 Appropriate clothing for outdoor PE**
 - 5.4 Jewellery**
 - 5.5 Swimming costumes**
- 6. Risk Assessment**
 - 6.1 Off site visits and events**
 - 6.2 Consent**
- 7. Inclusion & Equal opportunities**
- 8. Assessment**
- 9. Information and involvement with parents and the community**
- 10. Resources**
- 11. Budget**
- 12. Monitoring, Evaluation and Review**

1. Statement of Intent

At Hunsbury Park, we use the National Curriculum for Physical Education (PE) (2014) as the basis for our PE programme of study. We complement this with the PE & Sports curriculum map and the REAL PE, Real Gym and Real Dance schemes of work, supported by the interactive Jasmine platform.

At Hunsbury Park Primary School, we are committed to providing all children with learning opportunities to engage in Physical Education (PE). We believe that PE is essential to the academic, social, emotional, and physical development of 'the whole child.' The effective PE curriculum implemented at HPPS will enable children to improve their confidence and provide opportunities to raise their self-esteem, alongside developing their knowledge of the importance of maintaining a healthy and active lifestyle, while creating positive attitude towards physical education.

The intent of our curriculum is to enable every child the opportunity to be successful, achieving their Personal Best (PB) by building upon prior skills and setting individual challenges to develop their fundamental physical skills, using the progression of the REAL PE curriculum to provide continuous opportunities for development. HPPS promote broader participation in PE, physical activity and sports and provide opportunities for children to partake in competitive sporting events, internally and externally, as well as a range of additional physical activity. This will equip children with the essential behaviours, physical skills, emotional ability and knowledge to prepare them for their future and support their development in life beyond school.

2. Aims and Objectives

At Hunsbury Park Primary School, we aim to deliver a broad and balanced PE curriculum from EYFS to Year 6 which creates a positive relationship with physical activities for life. The aim is to provide all children with opportunities to enhance their physical development through fundamental movement skills. We aim to expand their competence of these skills, enabling children to apply these attributes across a range of physical activities by demonstrating their understanding through application and enjoyment. We aim to cater for individual needs and enable children to have the opportunity to extend and develop their psychomotor skills, developing their proficiency as well as appreciating the benefits of participation. Alongside promoting physical development, we encourage children to use our cross curricular cogs for learning (Social; Personal; Creative; Cognitive; Applying Physical; Health & Fitness) to enhance and support their ability to: problem solve; develop personal qualities (self-esteem, confidence, well-being); develop social skills (collaboration, team-work, tolerance, empathy) and help create links in learning, while being successful across a broader range of learning environments throughout the school community.

The aims of PE at Hunsbury Park Primary School are:

- To promote enjoyment and development of physical skills and participation in physical activities.
- To encourage children to make healthy lifestyle choices by promoting involvement in a range of differentiated physical activities which cater for the needs of all pupils.
- To provide a broad and balanced PE curriculum, enabling children to achieve personal developmental goals through differentiated activities; promoting participation in personal, small group and team physical activities and challenges.

- To develop positive attitudes to social interaction, collaboration and teamwork skills while understanding the merits of fair play, 'good/healthy' competition and the qualities of good sportspersonship.
- To promote active participation and a drive to engage in physical activity and embed a healthy attitude to physical development to support life-long learning beyond school.
- To provide opportunities for children, within the school (intra) and between schools (inter), to participate in a range of inclusive and developmental competitive sporting activities, as individuals or as part of a team.
- To promote and develop an awareness of safe practice in all areas of PE and while engaging in any physical activities to lead healthy and active lives.
- To provide equal opportunities for all children to participate and engage in physical activities, regardless of race, religion, gender, or individual needs.
- To provide differentiated opportunities for all children to achieve and extend their personal developmental goals with an aim of achieving their full potential, so each child can be successful in their physical development journey.
- To encourage children to be creative while participating in physical activities; enabling them to plan, perform and review their skills, helping them to take ownership of their personal development and reflect upon the effectiveness of their performance.
- To promote and encourage children to become involved in extra-curricular sporting activities and develop a sense of community spirit while representing HPPS in sporting events.
- To create enthusiasm and enjoyment of physical activity, embedding a positive relationship for life which inspires children to develop well balanced habits and develop a healthy lifestyle.

3. Curriculum Planning and Organisation

At HPPS, we currently deliver the PE curriculum through a combined approach: using the child centred style of the REAL PE (plus REAL Gym and REAL Dance) framework to include, challenge and support every child's individual needs. Alongside this, the curriculum is enhanced by the delivery of weekly specialised sports lessons delivered by trained and knowledgeable sports coaches. This approach enables our children to successfully develop the key principles of the 12 fundamental movement skills of REAL PE to improve their physical development:

- Static Balance: 1 Leg
- Static Balance: Seated
- Static Balance: Floorwork
- Static Balance: Stance
- Dynamic Balance: On a Line
- Dynamic Balance: Jumping & Landing
- Counter Balance: In Pairs
- Coordination: Sending & Receiving
- Coordination: Ball Skills

- Coordination: Footwork
- Agility: Ball Chasing
- Agility: Reaction & Response

The REAL PE framework also equips children with the necessary skills, preparing them to use the cross curricular cogs for learning (Social; Personal; Creative; Cognitive; Applying Physical; Health & Fitness) to enhance and support their ability to be successful across a broader range of learning activities.

The REAL PE Curriculum is designed to give continuous opportunities for development and progression, inspiring all pupils to succeed during physical activities and competitive sport. The collaborative approach supported by the specialised, inclusive sports lessons provide opportunities for children to be physically confident and enables them to understand the importance of making healthy lifestyle choices, promoting a positive attitude to health and fitness, as well as embedding values of respect, teamwork, fairness and a positive sports attitude. The scheme builds upon prior abilities and provides opportunities to target each child's individual needs and development, where upon the fundamental physical skills can be built upon using the progression of skills assessment documentation.

The aim of the REAL PE scheme to develop physical skills enables the principles of individualised sports to be taught discreetly during specific sports lessons. This provides children with a broader experience of a range of sports and other physical activities. These opportunities will focus on specific games and develop strategies and skills to be considered across a range of physical activities. This practice and continuous development of skills helps children to grasp the links between physical development and participation in sports, enabling them to understand more deeply game strategies and tactics to enhance their ability to evaluate and recognise their own success while participating in competitive sport.

Our intention is that all children of HPPS will participate in a minimum of 2 hours directed PE lessons, per week.

3.1 EYFS

At HPPS we believe that physical education is paramount to the development of the child and PE is an integral part of enabling children to attain developmental milestones. The Early Learning Goals and Development Matters document directly inform our practise and underpins the fundamental principles of the EYFS PE curriculum at HPPS. We encourage children to be active and develop control of the way they move in all aspects of their play, collaboration and learning. Children are given the opportunities to participate in physical activities that provide appropriate challenge and enable children to develop the abilities to use tools, equipment and varied resources to improve their confidence and ability when building upon specific skills, to aid physical development.

3.2 KS1

At HPPS children are taught to develop the 12 fundamental principles of movement skills (outlined above), guided by the REAL PE framework. Children will become increasingly competent and confident and are provided with opportunities to access a broad range of physical activities including, but not limited to: Athletics, Dance, Dodgeball, Football, Cricket, Tennis, Gymnastics, Goalball, Archery, Golf and Basketball. These activities are designed to enable children to extend their physical skills of agility, balance and coordination, individually and with others. Children are

provided opportunities to engage in competitive (both against self and against others) and co-operative physical/sports activities, in a range of increasingly challenging situations.

KS1 children are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- participate in team games, developing simple tactics for attacking and defending.
- perform dances using simple movement patterns.

Key Stage 1 children also have lunch time sessions run by Year 5 or 6 sports leaders.

3.3 KS2

At HPPS children are taught to further build upon and develop the 12 fundamental principles of movement skills (outlined above), guided by the REAL PE framework. Children are provided opportunities to continue to apply and develop their broader range of physical skills, learning how to use them in different ways and apply these skills, combining them to link, making actions and sequences of movement. The PE curriculum provides further opportunities for children to access a broad range of physical activities including, but not limited to: Tri Golf, Goalball, Gymnastics, Hockey, Basketball, Athletics, Dodgeball, Dance, Archery, Netball, Tennis, Badminton, Boccia, Cricket, Football, Tag-Rugby and Swimming. Children will participate in communicating, collaborating and competing with each other to develop skills and value the enjoyment of participating in physical and sporting activities. Children at HPPS will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate, recognise achievement and celebrate their own and others success.

KS2 children are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games (modified where appropriate) and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

3.4 Swimming & Water Safety

At HPPS, we provide specialist swimming instruction, delivered by a qualified swimming coach during Key Stage 2. It is intended that all children in Year 6 will become proficient in their swimming abilities and swim competently and confidently over a distance of 25 meters. As well as this, the intention is that children of HPPS will be able to use a range of swimming strokes effectively, including: front crawl; backstroke; breast stroke and perform safe self-rescue in water-based situations.

3.5 Cross curricular links

The principles of physical education contribute to the wider aims of education at HPPS and support the development of the 'whole child.'

The REAL PE cross curricular cogs for learning (Social; Personal; Creative; Cognitive; Applying Physical; Health & Fitness) provide opportunities to enhance and support each child's ability to be

successful across a broader range of learning activities. These elements support the personal and social development of each child by enabling them to collaborate with peers, providing opportunities to discuss and share ideas to enhance performance. The PE curriculum is designed to develop a respect of each individual's level of ability, encouraging children to cooperate across a range of activities and celebrate their success and achievements together.

HPPS endeavour to make effective and appropriate links to all areas of the curriculum, where possible.

Science (*Animals including humans*):

- Identifying the basic parts and functions of the human body
- Know the basic needs of humans for survival (water food and air)
- Understand the importance of exercise, eating the right amount of different types of foods/nutrition
- Have knowledge of the skeletal system and muscular system which provide support, protection and movement
- Understand the physical changes as humans develop and age
- Recognise the impact of diet exercise and lifestyle on the way our bodies function
- Understand the impact and the functions of human circulatory system and how exercise affects the heart, blood vessels and respiratory system.
- Identify and understand the importance of hygiene
- Use scientific and PE knowledge to lead healthy and active lives.

English:

- *Writing:* Use basic writing skills to document and assess their physical development and abilities.
- *Speaking and listening:* Listen to guidance, instructions and rules for physical activities and games. Share and verbally present observations of personal and peer achievements. Participate in class discussions about understanding of physical development a reflection of achievements, giving suggestions for further development.
- *Reading:* Use reading skills to read documents, REAL PE poster guidance and games rules to share understanding of physical activities

Maths:

- Number – understand how to count for timings, dance sequences, scoring.
- Measure – understand and compare length, mass, time, chronological events and sequences.
- Geometry – properties of shape: understand lines of symmetry and recognise symmetrical patterns
- Geometry – position and direction: describe movement patterns distinguishing between straight lines and rotations (clockwise, anti-clockwise)
- Statistics – record and interpret tally charts/tables: totalling and comparing data.

Art & DT:

- Understand Shape and Patterns through movement, game positioning and dance.
- Consider that craft and design of costumes/uniforms can enhance performances.
- Food technology – understand nutrition and the impact food and a healthy, well balanced diet has on our physical abilities enabling us to participate in physical activities.

Computing:

- Use digital devices to record and review performances.
- Record and log performance data.

- Research game strategies and sporting events/participation.
- Use Jasmine platform to access REAL PE home learning activities.
- Log and assess progress using online assessment: Create Development Wheels.

Humanities:

- *Geography*: consider seasons and weather patterns when participating in outdoor physical games and activities.
 - Use and understand locational and directional language (including the 8 compass points) to consider movement patterns.
- *History*: process of change, diversity and relationships between groups and genres of performance.
 - Chronological timelines and sequencing of events
- *Religion*: understand cultural influences and celebrations and how these influence participation and performances.

Music:

- Understand, explore and review music to enhance performances.
- Consider the duration, pitch, tempo of songs, rhythms, music and use these to enhance performances.

Languages:

- Listen to and respond to instructions of movement.

3.6 Extra-Curricular activities

Hunsbury Park provides a range of physical activity for children outside of their timetabled PE lessons. These occur during lunch time provision and as after school sessions. This is to further promote the importance of physical education and physical activity and encourage children to develop their skills in specialised activities. The specified club details and activities are provided to parents prior to each term, with opportunities for special invitation to enhance targeted children's fundamental physical skills. Registers are kept for each club in order to monitor attendance and ensure numbers are capped to maintain safety regulations. Children in Year 5 are trained to be sports leaders, with 2 members sitting on school council meetings. The sports leaders run sessions each day of the week at lunch times for Key Stage 1 children.

HPPS also participates in the Northamptonshire School Partnership School Games, attending a wide range of sporting events that provide opportunities for inclusive, participation and developmental competitions for children across the school. There are also opportunities to participate in other competitive events. These events allow children to be introduced to and engaged in the competitive element of sport and enable them to practise their skills and further develop their sporting abilities. These events and fixtures enable children to foster good sportsmanship, fair play and team spirit amongst their peers.

A permission letter is sent out to parents/carers of the children who are invited to attend the sports events/festivals.

4. Non-participants

PE is an important aspect of a child's development and every child is expected to participate in all PE/Sports lessons unless excused with a medical problem. However, consideration must be given to make suitable alterations/adaptions to support the needs of each individual child who has long term

health concerns, with the aim of ensuring the HPPS PE curriculum is inclusive and suitable for the needs of all individuals.

If a child has become unwell during the school day, teachers should monitor the child's condition and assess whether it is appropriate for them to be involved in the PE lesson or whether to seek further guidance from a qualified first aider at HPPS.

Children are expected to bring their own individual PE kit to school on the specified days and are expected to be provided with suitable indoor and outdoor attire. Teachers will ensure that children are asked each morning whether they have their PE kit with them. If a child forgets their kit, a phone call home will be made promptly so that the child can participate in their PE lesson that day.

When participating in gymnastics or swimming activities, the expectation is that children will be bare footed. However, children who have a verruca can and should take part in PE lessons, but must wear plimsolls indoors and should only take part in swimming lessons when wearing a swimming sock.

If necessary and possible, suitable adaptations are to be made to include every child, as it is important to involve all children in every PE lesson. The class teacher/sports coach can make a judgement to involve non-participants in different aspects of the lesson, such as; organising, setting up equipment, observing performances and helping with the management of activities.

5. Health & Safety

Safety is paramount when we plan and participate in physical activities at HPPS. All staff must be aware of the Safe Practise in Physical Education documentation which outlines the key principles and guidance for teachers/sports coaches to protect children from potential risks across the PE curriculum.

- Teachers will carry out ongoing risk assessments for each element of the PE curriculum and review the safe practise guidance each lesson.
- Children will be informed of the safety aspects prior to participating in physical activities.
- Teachers are aware of the First Aid policy and follow protocol if an accident or injury occurs during PE activities or sporting events.
- Children are to be made aware of the risks involved when wearing inappropriate clothing and informed of the expectations to wear the appropriate attire, including appropriate footwear and removing all jewellery and watches.
- Teachers are to ensure appropriate behaviours are adhered to while participating in physical activities and children must follow the school behaviour policy to enable a safe learning environment.
- Teachers must ensure the equipment is suitable for use and regular checks are carried out to maintain a safe environment. Any faulty equipment should be removed and it should be reported to the PE lead and Head Teacher.
- Teachers should use PE mats for planned safe landings and be aware these mats are not designed for apparatus work. Children should be taught the principles of safe landings.
- Under guidance and supervision children should be taught how to safely move apparatus.

All staff teacher/sports coaches should be aware of any disability or medical condition that could affect a child's performance during PE lessons.

Children who have asthma will need to bring their inhaler to the PE lesson and should be encouraged to take responsibility for it themselves. Teachers are to assess the risk to the child and suggest rest periods and administering inhalers if the child's breathing becomes irregular and laboured. If the condition persists or worsens First Aid procedures should be followed.

In the event of an accident or emergency during a PE lesson, the teacher/sports coach should manage the situation by directing support staff and adults where/when to focus on the needs of the group or injured child. If it is required staff should send for an additional adult, if necessary. First Aid protocols should be followed and all accidents must be logged on the correct form with one copy being sent home with the child. Parents/carers may need to be contacted in addition to the note being sent home, depending on the severity/nature of the incident/injury.

If a Covid 19 concern arises, updated guidelines and protocols must be adhered to. Teachers/Sports coaches have been made aware of the HPPS and Covid 19 Government guidance and are aware of their safeguarding responsibilities for protecting children while participating in physical activities and sport. This guidance is supported by the Association for Physical Education (AfPE) to ensure a safe learning environment for staff and children at HPPS. It is essential that hand hygiene regulations are followed, appropriate ventilation is provided by opening windows and doors (where it is safe to do so) and that all equipment used during PE lessons are sanitised after each lesson. All PE activities delivered to the children should be adapted and incorporate social distancing measures as advised by the appropriate authorities and all guidelines followed to maintain a safe learning environment.

5.1 Clothing and Changing

Changing for PE is an integral part of each PE lesson and it develops the necessary life skills to ensure children become independent and self-sufficient in caring for their personal and hygiene needs. Children should all be able to get changed for PE prior to the PE lesson and leave their clothing in a suitable place in the classroom or changing rooms. After the PE lesson, all children should change into their school uniform and neatly place their PE kit in a separate bag designated for their additional clothing. Appropriate PE kit should be worn during each PE lesson (specific details outlined below). Children are expected to wear trainers or plimsoles during all PE lessons; however, during lessons where use of apparatus is required, children are expected to have bare feet.

Children and adults with long hair should have their hair tied back during all PE lessons.

Children are to change for PE lessons in their classroom with the exception of Year 5 and Year 6 children who are expected to use the designated girls and boys changing rooms. At the discretion of the class teacher, it is recognised that individuals may require facilities to change separately from their class group and provisions will be made to cater for the needs of those children it is deemed necessary for.

It is expected that teachers/sports coaches and support staff also wear appropriate sports wear when teaching and supporting PE lessons to model appropriate personal hygiene behaviours and positive attitudes to physical education.

Children should be aware that the PE kit for HPPS consists of indoor and outdoor clothing to ensure children are appropriately dressed for the varying weather conditions.

*Note – Football boots are only permitted during extra curricular activities, but only if all children wear suitable shin pads to minimise risk of injury.

5.2 Appropriate clothing for indoor PE

All children are expected to wear the indoor school PE uniform: red or black shorts and white t-shirt. Indoor trainers or plimsoles are expected to be worn. *Note – For apparatus work, all children should have bare feet.

5.3 Appropriate clothing for outdoor PE

All children are expected to wear suitable clothing for outdoor weather conditions: white HPPS t-shirt, HPPS long sleeve school rugby top or school cardigan (KS1), as well as long black appropriate tracksuits bottoms. Indoor PE kit (shorts and t-shirts) may be worn outdoors when the weather is appropriate.

5.4 Jewellery

All jewellery, including sports watches must be removed during PE and swimming lessons. Teachers/support staff must not assist with taking out earrings; children who wear earrings must be able to remove them by themselves or should be informed to not come into school on their designated PE days wearing them.

Children and adults with long hair must have their hair tied back during all PE lessons. Hair bands with hard materials and elaborate hair accessories must also be removed during PE lessons.

5.5 Swimming costumes

All children must bring suitable swimwear and towels to the planned swimming lessons which they will be notified of prior to the commencement of the swimming term.

Girls are expected to wear a swimming costume (one piece). Boys are expected to wear trunks or tight swimming shorts. All children must wear a swimming hat when entering the pool. Children are not permitted to wear swimming goggles during their swimming lessons; however, if written permission is given by a doctor regarding a medical condition, swimming goggles can be worn.

6. Risk Assessment

Carrying out risk assessments is an integral part of sound planning and organisation, with an aim to identify potential hazards and risk factors that have the potential to cause harm to an individual. It is a process of logic, making appropriate judgments based on the perception of the risks involved which should be applied to all parts of the PE curriculum and individual PE lessons. It is required that a careful examination of risks, which could potentially harm children, colleagues or others in the immediate environment are identified and controlled, ensuring precautions are implemented to minimise the risk or prevent harm. It is the teachers/sports coach's responsibility to carry out on-going risk assessments and regular checks to ensure the environment is safe and suitable for use. The PE lead will identify the need for repairs when carrying out safety checks on all sports PE equipment/resources. However, all staff are responsible to check the safety of

apparatus/equipment as and when it is being used for each PE lesson. If a significant risk is identified, for example; an item of broken equipment, it should immediately be taken out of use and reported to the PE subject leader at the first opportunity.

6.1 Off site visits and events

Individual risk assessments/documentation must be completed when intending to leave the school premises for external sporting activities and events. These risk assessments and supporting documents must consider the needs of the children, appropriate staff ratios, qualified first aiders, travel arrangements, the intended environment and guidance for 'In case of emergency' actions.

All documentation will be signed off by the EVC and Head Teacher and submitted to EVOLVE - the online system for the planning, approval and management of educational visits, sports fixtures and extra-curricular activities.

6.2 Consent

Hunsbury Park provides a range of Physical Education opportunities and sporting activities for children out of normal school opening hours. Consent/permission request letters are sent out to parents/carers requesting permission that their child attends these sporting events/activities. Children who have not returned written consent are not able to attend these off sites sports events. Permission slips and registers are kept for each extra sporting activity to monitor attendance, follow EVOLVE guidance and maintain permission has been granted to adhere to government guidance and health and safety regulations.

7. Inclusion & Equal opportunities

All children at HPPS are entitled to a physical education that caters for their individual needs. HPPS is an inclusive school and we aim to provide a broad and balanced education to all children. The PE curriculum offers opportunities for equal access and development of personal physical skills. No children are excluded from the physical education programme at HPPS and suitable and effective adjustments are made to ensure high quality PE is delivered for all abilities and needs, regardless of gender, race, religion or ability and we believe that achievement in PE is possible for all children.

Differentiation is often focused on outcome in PE, however, differentiation by task can also be used; to challenge and extend more able children or to break down tasks into simple progressive stages, to achieve success for less able children. Differentiation can also be achieved through individual choice and use of appropriate apparatus/equipment to support the progress of the individual child.

At HPPS we encourage children to participate and experience success and develop their personal goals in a range of physical activities. At HPPS we provide suitable learning opportunities for all children by identifying individual abilities and matching appropriate challenge to ensure good progress for all ability groups. The 12 key principles of the fundamental physical skills are used to ensure tasks are differentiated to suit the needs of the child. As well as this, opportunities for individual, peer collaboration, small group and team activities are used to support children in their physical education development.

In order to enable individuals to progress, demonstrate achievement and have success in PE, teachers should be aware of children's individual needs and select/adapt strategies and material which enable inclusion. At HPPS opportunities are also created to promote understanding, appreciation and respect for each child's individual achievements.

8. Assessment

Assessment is a fundamental part of quality teaching as it allows teachers to identify progress and informs future planning. At HPPS the main method of gathering evidence and assessing achievement is through a continuous process of observation. It is the responsibility of the teacher/sports coach to have a good knowledge of each PE lesson objectives and an understanding of each child's abilities.

Assessment and judgements are made on the children's performances and their ability to apply their knowledge and skills to physical activities, including participation in games and sporting events. Children at HPPS should be able to confidently use their knowledge and understanding to self-assess their ability and set goals for personal progression, which is monitored and supported by questioning. Each child will receive an end of year report outlining their attitude to PE, achievement and progress achieved throughout the year.

9. Information and involvement with parents and the community

At HPPS we believe that building positive relationships between school and parents/carers instils a good sense of community and we encourage the involvement, interest and support from parents/carers as we believe it is essential to every child's success and well-being.

Parents/carers are invited every year to HPPS Sports Day events and all sports related festivals, including fundraising events.

As previously stated children of HPPS are selected to represent the school in local sports festivals/events and parents are invited and encouraged to attend these events to show their encouragement and support. Letters are sent out to parents/carers requesting permission that their child attends these sporting events/activities. Photographic evidence and achievements are shared via Class Dojo to promote and celebrate children's participation and successes at these events.

10. Resources

There is a wide range of appropriate resources to support the teaching of the PE curriculum at HPPS. Specific gymnastics equipment, climbing frames and high ropes are available for use in the large school sports hall. Additional equipment for use during all PE lessons is available and is stored in the indoor PE cupboard. Netball posts, and football nets are stored in the outdoor PE cupboard during the winter months, these can be easily manoeuvred and should be set up by the class teacher or sports coach to ensure they can be used safely during physical activities. It is the responsibility of the teacher/sports coach to check all equipment before use and ensure it is suitable for purpose. Any equipment that is damaged should be removed and the PE subject leader should be informed, in order to acquire new/safe resources. Pupils should not enter any PE storage areas without an adult and all equipment must be returned appropriately at the end of each of lesson.

*Note – All teachers/sports coaches must ensure the hygiene guidelines are followed during the Covid 19 epidemic and all equipment must be appropriately and effectively sanitised after use.

11. Budget

The PE budget is allocated annually by the government through the sports premium funding. The PE budget is the responsibility of the PE subject leader and is used for purchasing resources, staff training, competition entries and swimming along with providing opportunities for additional sports teaching to enhance the curriculum and support the development of children in PE, at HPPS. The full details of the expenditure are documented in the funding reports of the PE and Sports Premium grant which can be found on the HPPS website each academic year.

12. Monitoring, Evaluation and Review

All staff should take part in professional development to ensure they have a secure subject knowledge of the PE curriculum, as well as current knowledge of the health and safety procedures which support the implementation of the PE curriculum at HPPS. Staff should indicate whether they need support in particular areas of the curriculum and the PE Leader should assist with guidance and ensure appropriate training opportunities are provided to develop subject knowledge in specific areas. PE related training opportunities, information and resources should be disseminated to all staff to ensure they follow up to date guidance for the delivery of the PE curriculum at HPPS.

The purpose of monitoring, evaluating and reviewing activities is to raise the overall quality of teaching and learning throughout HPPS. The monitoring and review of the standards of children's work is firstly the responsibility of the teacher/sports coach. The PE subject lead is accountable and must ensure the quality of teaching of PE at HPPS is of a high standard and this high standard is reflected in children's achievement and developmental progress in PE.

The PE subject Leader will support colleagues in the teaching of PE and ensure appropriate and effective CPD is delivered to ensure a high-quality PE curriculum is delivered to support the development of children in Physical Education.

Regular observations, assessments and monitoring will be carried out to establish a need to celebrate successes and indicate areas for further development.