



SPARKEN HILL
ACADEMY

PE & School Sport Policy

Revision Record

Rev	Date Issued	Prepared By	Approved	Comments
1.2	Feb 2021	CDJ		
1.3	Feb 2023	CDJ		
1.4	Feb 2026	RTL	26.02.26	Updated to reflect swimming, AfPE Safety guidance & highlight inclusion

At Sparken Hill, we are committed to helping every one of our pupils to achieve their best in PE & School Sport. We aim to ensure success for all through a comprehensive, well thought out programme of Physical Education, School Sport and Health and Well-Being.

This policy outlines our commitment to providing high-quality PE and school sport provision that meets the expectations set out in the 2014 National Curriculum in England and the guidelines set by DFE around Primary School Sports Premium funding.

Intent

At Sparken Hill Academy, Physical Education is an integral part of our curriculum and we strive to create a culture which aims to inspire an active generation to enjoy PE, encourage each other and achieve. We provide a safe and supportive environment for children to flourish in a range of different physical activities which is essential in supporting their physical, emotional, social and personal development. We aspire for children to adopt a positive mind-set and believe that anything can be achieved with determination and resilience.

At Sparken Hill we offer a dynamic and varied program of activity to ensure that all children progress physically through a unique and fully inclusive PE curriculum. Our curriculum aims to improve the well-being and fitness of all children, not only through the sporting skills taught, but through the underpinning school games values and disciplines PE promotes. We aim to deliver high quality teaching and learning opportunities that enable all children to achieve their personal best.

All children participate in competitive sport which can be against self and/ or others. We encourage children to transfer the school values to sporting and physical activity, ensuring that they aim to be the very best that they can be. We aim for all children to be physically active for sustained periods of time and to be able to make informed decisions to lead healthy and active lives. Thus, embedding life-long values. Swimming is an important life skill and we aspire for all children to leave primary school having met at least the minimum requirements of the National Curriculum.

Implementation

PE at Sparken Hill provides challenging and enjoyable learning through a range of sporting activities including invasion games, net & wall games, striking and fielding games, gymnastics, dance, health and fitness, outdoor and adventure and swimming. Year 3 & 4 pupils attend swimming lessons, with additional boosters for pupils in year 5 & 6. We have a unique partnership with Super Swimmers and Worksop College to maximise the success of our swimming provision.

Pupils participate in at least 2 hours of high-quality PE lessons each week, covering one or two different sports/ skills focuses each half term. The Long-Term planning for each key stage maps out the PE units which are to be taught throughout the year (two year cycle) and ensures that the requirements of the National Curriculum are fully met. This is tracked and monitored by the PE Co-ordinator.

All staff can access the Medium-Term planning and half termly assessments for each class throughout the academic year. Teachers use and adapt planning and resources to ensure lessons across years show progression. Children are encouraged to participate in the varied range of extra-curricular activities.

We provide inclusive and enjoyable clubs which increases children's physical activity. Clubs are

offered to both KS1 and KS2 children. Physical activity is embedded throughout the school

day through initiatives such as, Teach Active, BBC Super movers, and through active break time provision. Children are encouraged to stay active at break times and can access a variety of equipment and organised activities.

Year 5 & 6 children can become Play Leaders for the school. Training for this is provided by our School Sports Co-ordinator. The Play Leaders develop into role models for the younger children, assisting with and organising games at break times. Each year, pupils from years 4,5 & 6 are nominated to be part of Sport Crew. Meetings take place each weekly and Sport Crew work with the PE Co-ordinator to develop our work as an active school along with helping to make decisions about whole school events. They also organise and deliver sporting activities at break times and after school.

Children are invited to attend competitive sporting events and festivals within the local area and beyond. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by children.

Impact

At Sparken Hill Academy, we ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with a range of opportunities to develop and excel in PE and School Sport.

Wellbeing and Mental Health:

PE and physical activity contribute significantly to pupils' mental health, emotional wellbeing, resilience, and self-esteem. This is particularly important for our most vulnerable learners. Research from the Youth Sport Trust (2025) demonstrates that the wellbeing impact of physical activity is almost double for children with SEND and those receiving Free School Meals. High-quality PE provision plays a crucial role in supporting the emotional and mental health of our school community.

Through PE and physical activity, pupils develop:

- Improved mental health and emotional regulation
- Enhanced self-esteem and confidence
- Greater resilience and ability to manage challenges
- Stronger social connections and teamwork skills
- Better concentration and readiness to learn

Outcomes and Achievement:

Children understand how to lead a healthy lifestyle and understand the importance of regular exercise. We aspire for children to enjoy PE and develop a love of sport and physical activity which becomes part of their lifestyle choices as they move through school and beyond.

Children can represent the school at sporting events from local to county level. Alongside this, we share sporting achievements both in and out of school in assemblies, newsletters and through social media.

Pupils are given the opportunity to develop their Leadership skills within lessons and for some pupils they are able to become role models and ambassadors around school. At Sparken Hill we are a Youth Sport Trust Ambassador School.

Curriculum

During their time at Sparken Hill Academy, pupils will take part in a broad range of sports & activities. They will become a confident, creative movers. Pupils will understand how to evaluate

and improve their performances. Pupils will demonstrate the key values that will allow me to lead, communicate and collaborate effectively with my teammates.

The PE curriculum is designed to provide a broad and balanced range of activities. The curriculum is progressive throughout school from EYFS to Year 6. The KS1 and KS2 curriculum broadly covers the following areas:

- **Athletics**
- **Dance**
- **Games (including invasion, net/wall, and striking/fielding games)**
- **Gymnastics**
- **Outdoor and adventurous activities**
- **Swimming (KS2 only)**

Swimming and Water Safety

Swimming and water safety is a statutory requirement of the National Curriculum at Key Stage 2. At Sparken Hill Academy, we are committed to ensuring all pupils develop essential water safety skills and swimming competence before leaving primary school.

By the end of Key Stage 2, all pupils will be taught to:

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

Swimming Provision and Reporting

Swimming instruction is provided in [Year 3/Year 4/specify year groups] through weekly sessions at [name of pool]. We work closely with qualified swimming instructors to deliver high-quality lessons that meet the diverse needs of all learners, including those with SEND.

In accordance with DfE requirements, we publish annual swimming attainment data on our school website, reporting the percentage of Year 6 pupils who have met the national curriculum swimming standards.

We utilise resources from Swim England's School Swimming and Water Safety Charter, which provides free lesson plans, guidance, and assessment tools. For pupils with SEND, we access support through Swim England's Inclusion Hub to ensure our swimming programme is fully inclusive and accessible to all.

In EYFS the curriculum is planned to meet and support the most relevant statements for PE in the areas of learning:

- *Personal, Social and Emotional Development*
- *Physical Development*
- *Expressive Arts and Design*

Detailed Curriculum maps, progression documents and road maps are available on the school website.

School Sport

Pupils can attend afterschool sport clubs, to further develop their skills and understanding of a range of sports. They will have the opportunity to take part in competitive and cooperative challenges, house sport, school competitions and festivals. Pupils can also help organise and lead these activities in school. They will learn that it is important to demonstrate the key values of teamwork, honesty, respect, determination, passion and self-belief.

Further details of opportunities and provision is available via our school website.

Health and Well-being

Daily Physical Activity and Active Learning

At Sparken Hill Academy, we recognise that regular physical activity throughout the school day contributes significantly to pupils' physical health, mental wellbeing, and academic attainment. We are committed to providing opportunities for all pupils to be active beyond their timetabled PE lessons.

Our Approach:

We integrate physical activity across the school day through multiple approaches:

- **Active Break Times:** *Pupils access a variety of equipment and activities during break and lunch times to encourage active play and social interaction*
- **Active Lessons:** *Teachers incorporate movement into curriculum lessons, using active approaches to teach literacy, numeracy and other subjects. This includes initiatives such as Teach Active and BBC Super Movers*
- **Daily Activity Target:** *We promote the Chief Medical Officer's guideline of 60 minutes of physical activity daily for all children and young people*

Impact on Wellbeing and Attainment:

Research demonstrates that increased physical activity has particularly significant benefits for pupils with SEND and those from disadvantaged backgrounds. Considering the context of our school, maximizing opportunities for activity throughout the day supports both wellbeing and learning outcomes. Regular physical activity helps to:

- *Improve concentration and readiness to learn*
- *Enhance mental health and emotional regulation*
- *Develop social skills and positive relationships*
- *Build confidence and self-esteem*
- *Support healthy growth and development*

Our whole-school approach ensures that physical activity is valued and embedded across all aspects of school life, creating an active learning environment where all pupils can thrive.

As part of the school day, pupils have the opportunity to be active at break and lunch times. Sometimes this is just running around playing with their friends, or it can be using the indoor and outdoor activities organized for them. They will be confident and enjoy taking part in different types of physical activity. We will teach them to understand how it is important that they are healthy and active every day. If they want to, I can also help other children be active by being a leader and role model around school. For those who wish to develop further and enjoy activities they have tried in school, pupils are guided to opportunities where they can do these in their own

community.

Teaching and Learning.

To ensure outstanding PE provision, we commit to:

Providing a minimum of two hours of curriculum time dedicated to PE each week.

Ensuring lessons are well-planned, with clear learning objectives and differentiation to cater to all abilities.

One hour of the curriculum is delivered by an enthusiastic PE specialist, with regular professional development opportunities for teaching staff who deliver the second hour.

Adopting a progressive curriculum that builds on previous learning and challenges pupils appropriately.

Incorporating opportunities for cross-curricular learning, such as mathematics in measuring distances during athletics or science in understanding the human body during fitness activities.

Inclusion and differentiation

We are committed to ensuring that all pupils are provided with equal opportunities to participate and succeed in PE. Strategies we employ to achieve this include:

Adapting activities to suit individual needs and abilities, ensuring that challenges are appropriately adjusted.

Providing support and resources for pupils with specific physical or learning needs to enable their full participation.

Promoting a positive and inclusive learning environment, where all pupils feel safe, valued, and respected.

Delivery of PE and School Sport interventions to targeted pupils who require additional support.

Ensure all pupils have the opportunity to attend after school provision and represent school at competitions or festivals.

As a progressive, outward looking school, we will be looking at integrating the DfE Inclusion 2028 Programme which provides expert training and resources for creating inclusive PE provision.

Equality, Equity and Access for All

At Sparken Hill Academy, we are committed to ensuring that PE and school sport provision is accessible and engaging for all pupils, regardless of gender, ethnicity, background or ability. We recognise that different groups may face different barriers to participation, and we actively work to identify and address these.

Our Approach to Equity:

We ensure equal access and opportunity for all pupils, with particular attention to:

- **Gender equity:** *Girls and boys have equal access to the same PE curriculum, sports clubs, and competitive opportunities. We monitor participation rates and actively work to maximize engagement across all activities*
- **Cultural and linguistic diversity:** *With 22% of our pupils having English as an Additional Language, we ensure PE is inclusive and accessible through clear demonstrations, visual resources, and culturally responsive teaching approaches*

- **Disadvantaged pupils:** With 45% of our pupils eligible for Free School Meals, we remove financial barriers to participation by providing equipment, subsidising trips and ensuring all pupils can access extra-curricular opportunities
- **Pupils with SEND:** With 21% of our cohort on the SEND register, we provide differentiated activities, specialist support, and adaptive equipment to enable full participation

Monitoring and Evaluation:

We monitor participation and achievement data by demographic groups including gender, ethnicity, FSM eligibility, EAL status and SEND. This enables us to:

- Identify any barriers to participation or achievement
- Target interventions and support where needed
- Ensure exposure to a diverse range of sports and activities
- Track the impact of our inclusive approaches
- Hold ourselves accountable for equity of outcomes

Attainment and Progress

Attainment and Progress

Teachers use daily ongoing assessment of the children's skills to ensure that work is differentiated to meet the needs of every child in the class.

We assess pupils' development across all dimensions of physical literacy, not just physical skills. Our assessment framework evaluates:

- **Physical competence:** Movement skills, coordination and technique
- **Confidence:** Self-belief and willingness to participate
- **Motivation:** Enjoyment and desire to be active
- **Knowledge and understanding:** Understanding of health, tactics and rules

We use a range of assessment tools including frameworks from the Youth Sport Trust and PE Passport to track progress across these domains.

Assessment Strategies:

To effectively track pupils' progress and provide feedback, we:

- Use formative assessment strategies, such as teacher observations, peer assessment, and self-assessment, to monitor pupils' performance and understanding
- Provide regular feedback to pupils, highlighting areas of strength and areas for improvement
- Record pupils' achievements and progress across all dimensions of physical literacy
- Ensure assessment recognises diverse starting points, particularly for pupils with SEND (21%), EAL needs (22%), and from disadvantaged backgrounds (45% FSM)
- Report pupils' progress to parents/carers as part of school systems
- Publish and celebrate achievements in school newsletters and via social media
- Recognise pupils' achievements through the presentation of certificates, badges and awards

Health and Safety

The health and safety of our pupils during PE activities are of utmost importance.

We adhere to the following practices and follow the guidance published by **AfPE in the Safe Practice in Physical Education, School Sport and Physical Activity 2024**

As a minimum, we:

- Conduct regular risk assessments of our facilities, equipment, and activities, taking appropriate measures to eliminate or minimise potential hazards.
- Complete risk assessments as appropriate when attending external fixtures, festivals and competitions.
- Ensuring staff members are trained in first aid and have the necessary qualifications to supervise activities.
- Providing appropriate protective equipment and taking measures to prevent accidents and injuries.
- Utilise school MIS systems to track and register pupils attending clubs and external fixtures and competitions.

Partnerships and Community Links

We believe in fostering strong links with external bodies such as the School Games Partnership and the Youth Sports Trust and utilising community resources will enhance our PE provision.

We:

Seek partnerships with local sports clubs, enabling pupils to access a wider range of sporting opportunities and facilities.

Organise sporting events and competitions, both within the school and with other schools, promoting friendly competition and camaraderie.

Work with sports coaches and professionals to deliver workshops and after school activities, inspiring pupils and exposing them to different sports and disciplines.

Encourage parental involvement and support in promoting physical activity at home.

This policy will be reviewed bi-annually.