



Learning Together, Aiming High, Proud to be Ourselves

POLICY NAME: Physical Education Policy

DATE ADOPTED: 7th July 2021

DATE GOVERNORS AGREED POLICY: 6th July 2021

REVIEW PERIOD: 3 years

REVIEW RECORD: Summer 2024

Physical Education Policy

Overview

John Ray Infant School recognises the vital contribution of Physical Education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual and moral development. We aim to provide a broad and balanced P.E. curriculum to develop the children's ability to manage themselves and their bodies within a variety of movement situations.

We believe that through the variety of opportunities that PE offers, all children can develop a sense of personal achievement, fair play, teamwork, positive competitiveness and perseverance. We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their school years.

Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate.

PE at John Ray Infant School is not just about the formal teaching of PE, it also includes providing a broad range of extra-curricular clubs before and after school. All children are encouraged to join these clubs and extend their interest and involvement in sport. We promote active playtimes to encourage children to take part in physical activities on the playground such as using outdoor gym equipment, using the play pod equipment and ball games. Children are also taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness and how to make better choices.

Aims

In order to promote active and healthy lifestyles we aim to:

- Develop an appreciation of health, fitness and the importance of an active lifestyle.
- Support children to be physically active
- Develop co-ordination and mobility
- Encourage children to adopt the best possible posture and appropriate use of the body
- Engage children in activities that develop cardio vascular health, flexibility, muscular strength and endurance
- Help children understand the need for personal hygiene in relation to vigorous physical activity

In order to develop positive attitudes in all children we aim to:

- Follow the conventions of fair play and honest competition
- Help children to recognise success and limitations in their performance and the performance of others
- To encourage children to be mindful of others in their environment
- To help children develop co-ordination and communication
- To develop knowledge and understanding of safe practice including following rules
- Allow children to work individually, in pairs or in teams

Curriculum

The areas of physical activity we cover are set out in the Foundation Stage Curriculum and National Curriculum 2014. The PE curriculum at John Ray Infant School is based on the following:

Foundation Stage Early Learning Goal (Physical Development)

Moving and handling:

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care:

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

National Curriculum KS1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be 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.

Planning and ensuring Progression

PE is planned through Half Termly units of work ensuring that all areas of the curriculum are covered each year. This planning lists the skills to be taught and ensures that these skills progress from Foundation Stage to Year 2. Teachers plan in year groups to ensure curriculum coverage alongside Subject lead and Sports Coach.

Teaching and learning

In EYFS our children will:

- receive 2 hours of high-quality PE lessons a week
- experience both indoor and outdoor physical activities.
- develop eye hand co-ordination indoors and out by using equipment such as balls
- spend time in the enclosed outdoor area each day, using sit and ride bikes and large construction equipment.
- Have access to the area outside the Foundation Stage classes and a range of suitable equipment for the age range installed.

In KS1 our children will:

- receive 2 hours of high-quality PE lessons a week
- be active throughout the lesson. For example, sports such as rounders and cricket should be played on a small scale to develop skills so that all children are actively engaged.
- be given good quality equipment to use. In sports such as football and basketball children should have a ball each to develop skills.
- evaluate their own work as well as the work of other children.
- have the opportunity both to collaborate and to compete with each other

PE is taught mainly as a subject in its own right, but can be taught in/alongside other subject areas where appropriate.

Typical Lesson Structure:

- Lessons begin with a clear focus on the learning intention of the session. Success Criteria is then shared with pupils in order for them to know how they can achieve the learning intention.
- Lessons then commence with an introduction/warm up to prepare pupils physically for exercise.
- Direct teaching of knowledge and skills precedes subsequent skills practice by the pupils, under the supervision of the teacher.
- The main activity provides an opportunity for children to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding / 'cool down' activity' to prepare pupils to return to a normal-state both physically and mentally.
- Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

Assessment

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. This assessment is then used to help plan the next lesson. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability.

Children increasingly self-assess their learning across the unit of work to identify areas they have done well and areas to improve. They also use peer assessment to support other members of their class to reflect on their achievements and areas to develop.

Monitoring and Evaluation

The Subject Leader monitors and reviews the effectiveness of PE through:

- Lesson observations
- Peer observation
- Talking to children
- Talking to staff
- Identifying staff development needs and assisting with CPD
- Supporting with planning and ensuring curriculum coverage
- Liaising with Governors

- Monitoring resources and ordering when needed
- Promoting PE and Health through the school

Sports Premium

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer. We use the premium to develop or add to the PE and sport activities that we already offer and build capacity and capability within the school, to ensure that improvements made now will benefit pupils joining the school in future years.

There are 5 key indicators that we should expect to see improvement across:

- The profile of PE and sport is raised across the school as a tool for whole-school improvement
- The engagement of all pupils in regular physical activity
- Increased confidence, knowledge and skills of all staff in teaching PE and sport;
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport

Inclusion

All children are treated according to their individual needs. Children with physical disabilities are encouraged to take part in lessons and are supported in doing so. Extra provision (gym trail) is given to those children who need more practice at co-ordination skills. We encourage all children to have a positive attitude to PE ensuring that no activity is stereotyped (e.g. football).

Health and Safety

At John Ray Infant School our Code of Conduct “Be Safe, Be kind, Be responsible” underpins all that we do. Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies.

All teachers must make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. They must check resources prior to using them to ensure they are safe to use and inform the relevant people if resources are not safe.

All children should be taught and encouraged to:

- Look after resources.
- Use different resources correctly to promote learning.
- Return all resources tidily and to the correct place (staff should oversee).
- Be told of any safety procedures relating to the carrying or handling of resources

Pupils clothing and footwear must be appropriate for the activity:

- tucked in T-shirt
- shorts /tracksuit bottom
- bare feet for gym or dance (wear shoes to travel to the hall)
- trainers for outdoor games
- long hair tied back with soft bands.

Jewellery: - The wearing of rings, bracelets, necklaces, earrings and watches constitutes a hazard and must be removed before a physical education lesson, for both staff and pupils.