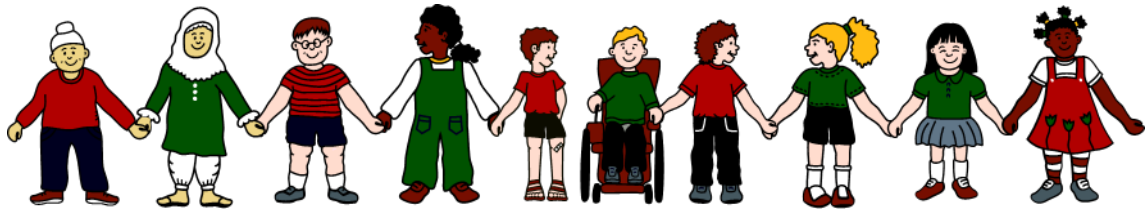


THE GILES NURSERY AND INFANTS' SCHOOL



P.E Policy

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Date of Issue: March 2024

Review Date: March 2026

Physical Education (PE) Policy

1 Aims and objectives

- 1.1 We recognise the importance Physical Education (PE) plays in the curriculum and are committed to providing all pupils with opportunities to engage fully in PE. The aim of our PE programme is to develop pupils' basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity, and a healthy lifestyle.

PE lessons encourage pupils to compete against themselves and others whilst being challenged to improve their physical, social, emotional, and thinking skills. These skills are embedded in the heart of our planning.

- 1.2 Our objectives in the teaching of PE align with the national curriculum in that we aim to ensure all pupils:

- develop competence to excel in a broad range of physical activities.
- are physically active for at least 30 minutes each day.
- engage in competitive sports and activities.
- lead healthy, active lives.
- develop and explore physical skills with increasing control and co-ordination.
- develop the way they perform skills and apply rules and conventions for different activities.
- increase their ability to use what they have learnt to improve the quality and control of their performance.
- recognise and describe how their bodies feel during exercise.
- develop their enjoyment of physical activity through creativity and imagination.
- develop an understanding of how to succeed in a range of physical activities and how to evaluate their own success!

2 Teaching and learning style

- 2.1 We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the pupils' knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other pupils and we encourage the pupils to evaluate their own work as well as the work of other pupils. Within lessons we give the pupils the opportunity both to collaborate and to compete, and they can use a wide range of resources.
- 2.2 In all classes there are pupils of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all pupils by matching the

challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results. For example, timed events, such as racing.
- setting tasks of increasing difficulty to provide a challenge.
- providing a range of challenge through the provision of different resources. For example, different gymnastics equipment.

3 PE curriculum planning

3.1 PE is a foundation subject in the national curriculum. The school uses the 'Getset4PE' planning scheme, which will be used alongside other planning schemes and in line with the national curriculum, to increase the profile of PE across the school and give consistency in PE teaching. Each scheme has been adapted to the needs of our pupils. We offer a broad and balance PE curriculum across the school.

3.2 Curriculum planning in PE is carried out in three phases (long-term, medium-term, and short term).

The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our pupils to learn through.

Our medium-term plans, which we have adopted from the schemes of work, give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

The short-term lesson plans provide opportunities for pupils of all abilities to develop their skills, knowledge and understanding in each activity area. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. The class teacher keeps these individual plans, and the class teacher and subject leader often discuss them on an informal basis.

We plan the PE activities so that they build upon the prior learning of the pupils. While there are opportunities for pupils of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the pupils are increasingly challenged as they move up through the school.

4 The Foundation Stage

4.1 We encourage the physical development of our pupils in Nursery and Reception as an integral part of their work. As these classes are part of the early years foundation stage (EYFS), we relate the physical development of the pupils to the objectives set out in the early learning goals (ELGs), which underpin the

curriculum planning for pupils aged three to five years of age. We encourage the pupils to develop their fundamental movement skills, and the way they handle tools and equipment. We give all pupils the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. We look at the importance of eating healthily and exercise and the effect it has on the body.

5 Contribution of PE to teaching in other curriculum areas

5.1 Creative curriculum

The school encourages a creative curriculum. Different subjects of the curriculum are covered as part of one theme, when appropriate PE lessons are linked to this theme of work. This in turn can enhance PE sessions and make learning more meaningful, through putting it into context, establishing cross-curricular links to foster a broader understanding.

5.2 English

PE contributes to the teaching of English in our school by encouraging pupils to describe what they have done and to discuss how they might improve their performance. PE also contributes to the pupils' handwriting with them developing their fine and gross motor skills.

5.3 Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Pupils learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

5.4 Spiritual, moral, social, and cultural development

The teaching of PE offers opportunities to support the social development of our pupils through the way we expect them to work with each other in lessons. Groupings allow pupils to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other pupil's levels of ability and encourages them to co-operate across a range of activities and experiences. Pupils learn to respect and work with each other and develop a better understanding of themselves and of each other.

6 Teaching PE to pupils with special needs

6.1 We teach PE to all pupils, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all pupils. Teachers provide learning opportunities that are matched to the needs of pupils with learning difficulties, and work in PE takes into account the targets set for individual pupils in their assess plan, do, review (APDR) document.

7 Assessment and recording

- 7.1** Teachers assess pupils' work in PE by making assessments as they observe them working during lessons. They record the progress made by pupils against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the national curriculum levels of attainment. They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher records pupils' progress twice a year using the school's management information system, Arbor.
- 7.2** The PE subject leader keeps photographic evidence of pupils' work in a portfolio. This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school.

8 Resources

- 8.1** There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store in the hall, and this is accessible to pupils only under adult supervision. The hall contains a range of large apparatus, and we expect the pupils to help set up and put away this equipment as part of their work. By so doing, the pupils learn to handle equipment safely. The pupils use areas of the school grounds for games and athletics activities.

9 Health and safety

- 9.1** We recognise that participation in PE and physical activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate. For example, pupils with a physical disability or asthma.

Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible, they should be securely taped. Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance, and yoga.

Equipment and apparatus are stored safely at the end of each lesson. Pupils are taught to always consider their own safety and that of others.

Teaching staff should be appropriately dressed to teach PE. We undertake an annual risk assessment of the school premises and areas where PE is taught

and equipment including PE equipment as necessary. Risk assessments are in place for all school sporting trips.

10 Monitoring and review

The monitoring of the standards of pupils' work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE subject leader gives the head teacher an annual summary report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement.

The policy will be reviewed every two years and updated whenever necessary.

Next review: March 2026