



PE Policy

Intent

At Thorpe Acre Infant School we use the **National Curriculum for Physical Education (2014)** as a basis of our Physical Education programme and The Early learning Goals in 'Moving and Handling' and 'Health and Wellbeing' from the EYFS curriculum. We supplement this with the school's curriculum map and the Rawmarsh scheme of work, to ensure that all children in:

Early Years Foundation Stage...

- *show good control and co-ordination in large and small movements, moving confidently in a range of ways and safely negotiating space.*
- *know the importance of good health through physical exercise and a healthy diet, and talk about ways to keep healthy and safe.*

Key Stage 1:

- ✓ *develop competence to excel in a broad range of physical activities*
- ✓ *are physically active for sustained periods of time*
- ✓ *engage in competitive sports and activities*
- ✓ *lead healthy, active lives.*

Implementation

PE is taught at Thorpe Acre Infant School as an area of learning in its own right as well as integrated, where possible, with other curriculum areas. It is taught over 2 sessions a week (2 hours of high-quality PE).

These sessions:

- Enable children to develop and explore physical skills with increasing control and co-ordination;
- Encourage children to work and play with others in a range of group situations;
- Develop the way children perform skills and apply rules and conventions for different activities;
- Increase children's ability to use what they have learnt to improve the quality and control of their performance;
- Teach children to recognise and describe how their bodies feel during exercise;
- Develop the children's enjoyment of physical activity through creativity and imagination;
- Develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.



Impact

We believe that if taught well and the children are enabled to succeed, then they will continue to have a physically active life.

At Thorpe Acre Infant School, we help motivate children to participate in a variety of physical activity and sports through quality teaching that is engaging and fun. We ensure that it allows children to develop fundamental skills and apply them to a variety of activities and sports.

Our pupils are physically active and this has positive implications on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of exercise. We want children to grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE and to enjoy physical activity and sports that they choose to pursue outside of school.

TEACHING AND LEARNING

Foundation Stage

We encourage the physical development of our children in the Foundation Stage class as an integral part of their work. The physical development of the children is linked to the objectives set out in the Development Matters document and in the Early Learning Goals - which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence, control of the way they move, and care in the handling of equipment. All children are given the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. To support these opportunities, children have a weekly Forest Schools session and access to a wide range of physical activity within their outdoor area.

Key Stage 1

We use a variety of teaching and learning styles in PE and aim for children to be active throughout lessons. There may be a 'hook', drawing children into the lesson and to engage and excite them.

Lessons commence with a warm up to prepare the children physically for exercise. There is direct teaching of skills and subsequent skills practice by the children. Children are then provided opportunity to independently and cooperatively practice the skill(s), in context. There may be a celebration and sharing of individual achievements and then a cool down activity to prepare children to return to a normal state both physically and mentally.



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

Pupils will 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

PE curriculum Planning

PE is a foundation subject in the 2014 National Curriculum. Our school uses the Rawmarsh scheme as the basis for curriculum planning in games, gymnastics, athletics and outdoor and adventurous activities. We adapt this resource, which is based around the national curriculum, to meet the needs of our individual classes. Alongside this a sports coach plans and delivers one session a week per class in Fundamental Movement skills, games, gymnastics or athletics. We plan Dance separately around our topic theme for that term.

When facilities can be accessed, our children also have access to a term of swimming sessions each year. These sessions are planned by Metcalf Multi-sports.

Long Term planning maps ensure complete coverage across year groups. These maps include the coverage for both the PE sessions taught by the class teacher and Metcalf Multi-sports. The PE co-ordinator devises this plan.

We use the Rawmarsh scheme for our medium and short-term planning. This gives details of each unit of work. Daily plans are then used for each session and can be annotated and differentiated for the needs of the class by the teacher. These plans list the specific learning objectives and expected outcomes, and give details of how the lesson is to be taught.

In these session plans, PE activities build upon the prior learning of the children. There are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, which can be adapted and annotated by the teacher for



their individual class needs. There is planned progression built into the scheme of work, so that children are increasingly challenged as they move up through the school.

In Year 2, children can attend a residential visit which allows them to take part in outdoor and adventurous activities.

Inclusion and Equal Opportunities

We teach PE to all children, whatever their ability. PE forms part of the school curriculum and supports the provision of a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make progress. We adapt when needed to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language.

Children with Individual Education Plans may have specific targets for PE and activities will be planned specifically in relation to their target and individual needs.

Assessment for Learning

Assessment for PE is an ongoing process. As each lesson progresses, the teacher / Teaching Assistant / sports coach carefully observes and assesses, intervening as necessary, to ensure that each child makes the progress of which they are capable.

The Rawmarsh assessment grids, to record children's progress and attainment over each half term unit. For Dance we use the assessment grid from 'Dance Note'. These are all then kept by the class teacher to be used as a tool for next steps and the formal end of year report - a copy is also kept by the PE co-ordinator which is reviewed. The sessions led by the sports coach use a similar format.

For Swimming, we use our own Duckling award assessment scheme which has been adapted from the ASA.

Resources

We have a wide range of resources and equipment to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible only under adult supervision. The hall contains a range of large apparatus and we expect the children to help set up and put away equipment as part of associated sessions and to aid development of their teamwork skills. By doing so the children also learn to handle equipment safely. We use the school grounds and garden area for Forest Schools and as part of our outdoor and adventurous activities – we are also able to access Thorpe Acre



Junior Schools field for our sports day. For swimming, we use the pool facility at Charnwood Academy, which the children can walk to.

Health and Safety

Safety is paramount when we plan physical activities. All staff must refer to and be aware of the health and safety issues outlined in the 'Safe practice in physical education' document by the British Association of Advisors and Lectures in Physical Education (BAALPE)

Safe Practice in Physical Education outlines that:

- Teachers carry out ongoing risk assessments for each element of the PE curriculum and review it at each lesson. Safety aspects will be discussed with children prior to activities (pg44)
- First Aid equipment must be available, and all staff must know what action to take in the event of an accident (pg 37-38)
- Regular checks must be made on equipment. Any concerns about equipment must be reported to the subject leader, and any faulty equipment must be labelled and removed from use (pg35)
- Pupils must be taught how to move apparatus safely under supervision of a member of staff. (pg33)
- Pupils must be aware of safe practice when under taking an activity (pg33)
- Pupils must understand the risks involved in wearing inappropriate clothing, footwear or jewellery (pg25, 27-28)
- Good class control, appropriate routines and the use of recognised procedures to teach skills and fundamental to safety (pg26)

NB PE mats - based upon BAALPE information - *"Mats should be used to cope with planned and foreseen landings- where it is expected that children will need to cushion deliberate landings.*

Teachers should be wary of placing mats where it is considered there is a high probability of a child falling off apparatus. ..."Consequently, mats are to be used for safe planned landing and not for apparatus work where it may encourage unnecessary risk and possible injury.

PE kit

Changing for P.E. is an integral part of Physical Education lessons. Pupils should change into the appropriate clothing prior to the lesson and afterwards.

Appropriate clothing for indoor PE

Shorts and T shirt. For apparatus work sessions all children are required to have bare feet. For other sessions in the hall, plimsolls may be permitted at the discretion of the class teacher.



Appropriate clothing for outdoor PE

Children should wear clothing suitable to the weather and ground conditions. Tracksuits and similar attire with a suitable pair of trainers are to be worn in colder, wetter months. During drier warmer months, children may wear the kit outlined for indoor PE. Every effort will be made to ensure that children bring the correct PE kit. Parents must be informed if children continually forget kit. This will be through either a letter or text. Staff, like children, should also dress appropriately for PE.

Jewellery and Hair

Following LA guidelines:

Under no circumstances can jewellery be worn for PE or swimming lessons (unless for agreed religious beliefs)

Jewellery, including earrings must be removed. If a child has earrings which cannot be removed (ie. they have only just been pierced), the child can be involved in PE lessons if they are able to cover their earrings (with tape).

All long hair should be tied back.

Extra- Curricular Activities

The school provides a range of PE related activities for children at the end of the school day. These clubs are delivered by a sports coach and encourage children to further develop their skills in a range of activity areas. The school sends details of the current club activities to parents and carers at the beginning of each term. We also have a sports coach available at lunchtimes, who engages the children in physical activity on the playground. These activities include obstacle courses, a kilometre walk once a week, football and other ball game activities and skipping - which the children work towards different awards. Lunchtime supervisors also have a resource pack of active games to use with the children. Children in Foundation Stage do a daily wake and shake to start their school day off.

THE ROLE OF THE SUBJECT LEADER

The PE subject leader is responsible for the development and monitoring of the PE curriculum.

They assist staff by leading meetings, planning and delivering CPD training activities, providing advice, supporting staff in the classroom, specifying and ordering resources, co-ordinating staff requests for resources and monitoring and maintaining the condition and availability of equipment.

They organise and monitor after school physical activity clubs and look at ways of maintaining and improving at least 2 hours of physical activity per week, especially in times out of their 2 hours weekly PE time.



They maintain a positive ethos, as an advocate for the subject - through support and encouragement of staff, children and Parents. The named subject lead will also liaise with any named governor to keep the governors informed about the developments within the subject.

MONITORING AND REVIEW

This policy will be reviewed every two years.