



## Physical Education (P.E.) Policy

### Introduction

Promoting a physically active way of life among young people is important because:

- Physical activity has substantial health benefits for children, including favourable effects on endurance capacity, muscular strength, body weight and blood pressure;
- Positive experiences with physical activity at a young age help lay the basis for being regularly active throughout life;
- Through its effects on mental health, physical activity can help increase children's capacity for learning.

### Curriculum Aims

The Broadway Infant School curriculum is central to the delivery of our whole school mission and vision:

*Inspiring curiosity, achieving excellence*

- **A community** where every child is valued as an individual
- **An environment** where children see learning as an adventure
- **An ethos** that allows children to develop curiosity, resilience and independence
- **A curriculum** which is inspiring, challenging and creative
- **A school** where we all strive for excellence

**In Early Years Foundation Stage**, Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, fine motor skills and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

The National Curriculum for Physical Education aims to ensure that all pupils:

- 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.
- be competitive



To enable children to develop the knowledge and skills required to fully understand the learning associated with this curriculum area. Children will be given the opportunity to develop physical control, mobility, awareness of space and manipulative skills in indoor and outdoor environments. We also establish positive attitudes towards a healthy and active way of life, promoting lifelong habits of being physically active.

Broadway Infant's curriculum is delivered through a whole school approach. This allows us to broaden our Physical Education curriculum to encompass, at an age appropriate level, an introduction to personal, social, health and emotional education focused on developing pupil's understanding of: personal and physical health and well-being; the impact of their actions on others through experiencing regular teamwork, building cooperative relationships, tolerance and a sense of fair play which contributes to our teaching of British values.

### **The context of teaching**

Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics and athletics. Physical Education helps to build resilience, perseverance and co-operation which are qualities encouraged throughout school.

Through Physical Education lessons we aim to improve children's physical literacy, providing them with opportunities to master fundamental movement skills and fundamental sports skills. This permits children to read their environment and make appropriate decisions, and, allows them to move confidently and with control in a wide range of physical activity situations.

**In the Early Years Foundation Stage**, children will be engaged in activities which develop their understanding of their bodies in action, involve them in thinking, selecting and applying physical skills. The curriculum will also promote positive attitudes towards a healthy lifestyle. This will support the establishment of good habits that may enable children to make informed choices about physical activity throughout their lives.

**In Key Stage 1**, teachers will plan lessons that will teach children to:

- develop and explore a broad range of physical skills with increasing control and coordination; for example fine motor skills will be developed linked to handwriting
- engage in teamwork where children play with others in a range of group situations, learning to apply rules and conventions for different activities
- evaluate their physical and performance skills
- recognise and describe how their bodies feel during exercise
- to develop a sense of enjoyment in physical activity
- engage in competitive sports and activities (including self competition)
- participate in at least 2 hours of quality P.E over a week



The school provides children with the opportunity to be physical and practise skills during playtimes and lunchtimes. This is achieved through the use of Huff and Puff, the PlayPod and the Anomaly Hub. Lunch Break supervisors have been trained to engage children in physical activity at lunchtimes. This promotes child-led co-operation and good behaviour. In addition, extended school club provision offers the opportunity to be physical and practise skills outside of normal school hours.

We work with key partners, including South Gloucestershire Schools PEA, to promote physical activity.

### **Planning**

**Planning in the Foundation Stage** is based on the Statutory Framework for Early Years, the non-statutory Early Years Outcomes document and the National Curriculum when needed. A termly overview is used to identify the intended learning, and activities offered, facilitating child led learning focused towards the Early Learning Goals. Plans must always include sufficient differentiation to match the learning needs of all children, including when necessary, those working beyond the level of the Early learning Goals. Provision Plans also allow Physical Development to be developed through child led learning activities provided on the basis of children's interests.

**In Key Stage 1**, curriculum planning is in two phases (Yearly Overviews and short Term Plan). The Short Term plan summarises all the objectives and skills to be covered throughout the lessons. It also includes a section for teachers to record assessment information.

Throughout the school, teachers are responsible for the content of their daily lesson planning needs. This level of autonomy allows us to maximise on teacher's professionalism and minimise on bureaucracy whenever possible.

When planning topics, teachers must ensure they build on prior learning, have high expectations and include an appropriate level of challenge.

### **Cross curriculum teaching**

Whenever possible we integrate curriculum areas together so that children can build concrete links between their developing knowledge and understanding and applying skills. Examples of the contribution PE can make to teaching in other curriculum areas:

Personal, Social and Health Education (PSHE) and Citizenship:

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



Spiritual, moral, social and cultural development:

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children 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 children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

### **Equality of opportunity**

In the implementation of this policy Broadway is committed to equality of opportunity. Equality of opportunity is about providing equality and excellence for all in order to promote the highest possible standards of achievement. It applies to all members of the school community, pupils, staff, governors, parents/carers and community members, and to all aspects of school life, including admissions. Disabled members of the school community are also legally entitled to expect reasonable adjustments to be made to help facilitate their participation.

### **Assessment for Learning**

All children are assessed on a day to day basis through observation, questioning, and discussion. This ensures teachers have a full understanding of learning and progress. Children demonstrate their ability in this curriculum area in a variety of different ways. Teachers will assess children's physical ability by making assessments, reviewing their performance as they observe them working during lessons. Verbal feedback and visual demonstrations are given to the child to help guide his or her physical progress.

### **Assessment in the Foundation Stage**

In the Foundation Stage, children are regularly assessed against the developmental ages as given in the early years outcomes followed by the Early Learning Goals. Final Early Learning Goals results for each child are included in each their annual report. This information is also passed to the next class teacher during annual transition meetings.

### **Assessment in Key Stage 1**

Teachers assess children's physical abilities by making informed judgements during lessons through observations. Pupils are encouraged to evaluate their own work and to suggest ways to improve. Assessment information is used to plan future learning. Teachers also encourage children to engage in self and peer assessment where appropriate. Final attainment assessment for each child is included in each child's annual report. Attainment and progress information is also passed to the next class teacher during annual transition meetings.



### **Special Educational Needs and Disabilities (SEND)**

Within the P.E. planning teachers provide learning opportunities that are matched to the needs of children with learning difficulties and also provide appropriate challenges for children who are high achievers. Work in P.E. takes into account the targets set for individual children in their Pupil Passports (if necessary). Teachers and supporting adults in the Foundation Stage and Key Stage 1 must provide supplementary experiences and information for children with sensory impairment. They must also make reasonable adjustments so that children with physical disabilities can actively participate in lessons.

### **Extra-Curricular Activities**

The school facilitates out of hours P.E. provision for children in Years 1 and 2 as well as Reception (as of Term 4). This encourages children to further develop their skills and begin to understand how much enjoyment can be gained from becoming physically fit and participating in team games, ultimately promoting working towards a competitive level. Clubs are non-selective and all pupils are encouraged to participate regardless of their physical ability. We promote walking to school to encourage parents to choose this more active method of travel wherever possible.

### **Fieldwork**

We use both the indoor and outdoor environment when teaching P.E. During the summer and autumn terms we use the school field for P.E wherever possible. When teaching P.E and using apparatus, teachers must adhere to the Health and Safety regulations and requirements as detailed in the school Health and Safety Policy and the P.E safety policy. They must also make reasonable adjustments so that children can attend or engage in comparable fieldwork.

### **Monitoring**

The monitoring of the standards of children's ability and progress is the responsibility of the P.E Curriculum Co-ordinator and the Headteacher. The work of the Curriculum Co-ordinator also involves supporting colleagues in their teaching and being informed about current developments in the curriculum area. The Headteacher draws on information and advice supplied by the Curriculum Co-ordinator to provide a strategic lead and direction for our school. The quality of teaching in these areas is the responsibility of the Headteacher although he/she may call on the Curriculum Co-ordinator for advice.



## **Safety**

Children should be taught aspects of safety as part of the P.E curriculum. This will be taught through discussion, practical experience and example. Before starting the lesson;

- Staff and children need to wear adequate and appropriate clothing and footwear.
- Long hair needs to be tied back.
- Jewellery needs to be removed. Where a child has newly pierced ears, tape must be placed over the earrings until they can be removed.

NB It is acceptable for staff to wear watches to time lessons.

The safe storage, use and movement of apparatus is also very important. When carrying apparatus the children need to be taught how to move/carry it in the correct manner (see attached sheet).

- When lifting – bend knees and keep backs straight.
- Keep apparatus close to the body.
- Try to walk forwards or sideways.
- Always lift apparatus, don't drag.

Reception children should be taught to carry mats first (4 children to 1 mat) then small tables or benches. Key Stage 1 children can be taught how to safely move some of the larger equipment and should be involved in the setting up and putting away of apparatus. When selecting children to move apparatus staff need to ensure that the children are of similar size, strength and stature.

- Apparatus should be erected with due regard for proximity of windows, doors and other dangers.
- Apparatus should be checked before being used by children.
- Faulty apparatus must not be used and must be referred for repair.
- Any benches hooked onto a bar should slope downwards from the hooks.
- Bare feet must be used on the apparatus.
- Mats are only to be positioned to identify landing areas or routes to be taken. They are not to be used to try to soften impacts from falls.
- There should be no knots in the ropes.
- Avoid supporting children unless you have undergone a course dealing with support techniques.

For specific activities the safety requirements are as contained in the book 'Safe Practise in P.E' and this can be obtained from the P.E Co-ordinator.

The PE Co-ordinator receives training from the Local Authority and is aware of current initiatives.



This policy will be reviewed at least every three years.

**Signed:** Jodie Tumelty

**Date:** 7.5.2020

Headteacher

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