



# ***Elmwood Infant School and Nursery***

## ***Physical Education Policy***

**Article 29** - Education should help children to use and develop their talents and abilities.

**Date Policy Created:** Summer 2016

**Review Date:** Summer 2019

### **Rationale**

A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sports. It should give every child, whatever their ability, an equal opportunity to be physically active, to develop their basic skills and physical competence and to encourage a healthy respect for exercise and fitness, supported by an enjoyment and love of sport and games. Physical Education provides the potential to build character and to help embed rights respecting values such as fairness and respect.

### **Aims and Objectives**

- To develop competence to excel in a broad range of physical activities
- Encourage children to use their creativity and imagination in physical activity
- To teach children to be more skilful in the way they control their movements and develop coordination
- To develop habits leading to a healthy and active lifestyle and promote physical fitness
- To help children to understand how the body responds to activity
- To develop children's confidence in applying and adapting a range of skills in a variety of settings
- To contribute to children's social and emotional development. To promote self confidence and self esteem, developing qualities such as commitment, fairness, tolerance and a concern for others as well as individual success
- To engage in competitive sports and activities
- To be physically active for sustained periods of time.

### **Role and Responsibilities of the PE Coordinator**

The role of the PE coordinator is to:

- Lead in policy development and implementation of schemes of work that ensure continuity and progression
- Support colleagues in planning, delivering and assessing the PE curriculum
- Monitor progress and note action needed and refer to the head teacher as necessary
- Organise and order PE resources within an annual budget
- Keep up to date with details of courses and provide relevant training opportunities for staff.

## Teaching and Learning

The National Curriculum programmes of study for physical education states that 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.
- Develop skills within balancing, co-ordination and agility.
- Perform dances using simple movement patterns.
- Participate in team skills, developing simple tactics for attacking and defending.

The school organises PE in KS1 by providing a framework in which these areas are covered evenly throughout the two year groups. All class teachers are responsible for PE within their own class. The PE coordinator is also used for support and development.

Elmwood Infant School is committed to delivering high standards of PE and we achieve this by ensuring the following is in place:

- A coordinator for PE with the expertise needed to influence practice
- A physical education programme which meets the statutory National Curriculum requirements
- Adequate time available within the timetable to deliver a broad and balanced programme of PE
- A range of quality physical opportunities both within and outside curriculum time
- Relevant in-service training opportunities
- The promotion of positive attitudes towards active and healthy lifestyles
- Opportunities for pupils to be creative, competitive and face up to different challenges as individuals and in groups and teams
- A programme of PE which is accessible to all pupils regardless of aptitude and ability level
- Pupils are taught the safety aspects of PE and teachers and pupils are also safely and appropriately dressed
- Specific PE events take place throughout the year

## Curriculum Planning

Teachers are responsible for planning for their classes each term as part of their general planning. We have adopted the scheme of work called *Leapfrogs*. Each learning intention is progressive and builds upon the previous years' work. The resource has been designed to provide complete coverage of all aspects required to enhance physical development across foundation and key stage 1. Every year a sports week will take place in the summer term to introduce the children to a variety of sports.

### **The Early Years Foundation Stage**

Children in the foundation stage follow the EYFS seven areas of learning which supports their early development within this subject. Physical Development is one of the Prime Areas of Learning within the EYFS and includes the following aspects:

- Moving and Handling
- Health and Self Care.

Children in the EYFS are provided with lots of opportunities to develop these skills through the activities available to them on a daily basis, both inside and outdoors. In addition to this, each Reception class takes part in a weekly PE lesson.

Please refer to the Foundation Policy for more detail.

### **Special Educational Needs**

We enjoy teaching physical education to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of children with learning difficulties. Work in P.E. takes into account the targets set for individual children in their Educational Support Plans.

### **Assessment, Recording and Reporting**

Teachers will informally assess pupils on a constant basis to inform planning and delivery of lessons. This information can be used to ensure that future planning and delivery is pitched at the correct level and that children are accessing appropriate teaching and learning. These records can ensure continuity and progression along with the teachers taking photographs of the children carrying out these PE activities.

### **Out of Hours Learning**

Extra-curricular opportunities are provided for all children to enable, extend or enrich their curricular PE. Children are encouraged to participate in breakfast and after school clubs. Clubs aim to aid sports development across the school as well as individuals' learning and performance and to provide access to new opportunities for children at school.

### **Resources**

All resources are held centrally: gymnastics equipment in the hall and games equipment in the hall or in the shed in the playground. Children are responsible for storing and using resources sensibly and with respect. This should be under adult supervision as it is the class teacher's responsibility to ensure that equipment is stored correctly at the end of a lesson. Equipment is renewed and restored on a rolling programme supervised by the PE coordinator.

### **Multiculturalism and PE**

Multicultural education allows children to identify and experience many rich cultural, economic, historical and social contributions of individuals and groups from around the world. When the children are being taught about the holidays of various ethnic groups, PE can be integrated into it by using playground games, dance or music related to the holiday, for example Chinese New Year celebrations or the Indian spring festival. Holidays and

festival celebrations are a unique form of cultural practice and they offer the perfect opportunity for PE to be integrated into multicultural education.

### **Health and safety**

In order to ensure the safety of pupils taking part in physical activity the following steps must be taken:

### **Supervision of Pupils**

- All teachers should ensure that pupils are clear on what is expected of them. Pupils should not be allowed to use equipment unless properly supervised.
- Staff should be aware of any medical conditions that a child might suffer from, such as diabetes, epilepsy, allergies and asthma. Medication should be easily accessible; parents are responsible for ensuring that any medical equipment for their child is maintained ready for use.
- All pupils should be appropriately dressed for physical activity which requires that pupils change into PE kit consisting of shorts and t-shirt or a tracksuit. All jewellery must be removed. Gymnastics sessions should be done in bare feet. This will ensure clear aesthetic lines and give children strong physical contact with the floor and apparatus. Plimsolls or trainers must be worn for outdoor games. Exceptions may be made for pupils whose religion requires alternative dress codes. In such cases, parents should be informed of safety risks and asked to provide written consent.
- Jewellery and watches should not be worn whilst doing P.E. because injury may be caused to the pupil or fellow pupils. Long hair should be tied back.
- Teachers must wear appropriate footwear. i.e./bare feet/ /trainers. Neither staff nor pupils should work indoors in stockings feet which do not grip the surface of the floor.

### **Apparatus**

- Apparatus must be assembled and dismantled systematically. It should be checked immediately before use by the teacher in charge of the lesson.
- Children should be taught gradually how to lift, carry, place and use all equipment safely according to their age: Nursery and Reception: safe use of the hall. Year 1: safe movement of mats and benches. Year 2: safe movement of mats, benches and movement tables.
- Apparatus must be stored safely.
- Apparatus must be inspected regularly. Insecure or broken apparatus must be removed from the area, clearly marked as unfit for use and reported to the P.E. co-ordinator or Headteacher on the same day.
- Pupils of all ages should be taught to report any loose fittings or wrong adjustments immediately.
- Avoid overcrowding and queues forming at the apparatus.
- Apparatus should never be used in chasing games.

### **Lesson Time**

- All pupils must be aware of any safety rules necessary for the lesson.

- Teachers must take into consideration limitations of the working environment and time given to a P.E. task.
- Teachers must be in a position to observe all activities in the lesson.
- Teachers must ensure that apparatus is placed away from hazards e.g. pillars, windows.
- In the interests of safety, a child may be excluded from a P.E. lesson if they do not respond to teacher instruction.

### **Special Needs**

- Advice should be sought if the teacher is unclear about how a learning need or disability might restrict a pupil's participation in PE (See Helen Walsh- SEN Coordinator).

### **First Aid**

- One member of staff must take responsibility for ensuring the first aid equipment is available.
- All staff must be aware of the name and location of nearest First Aider.
- All staff should know location of first aid equipment including inhalers and any medication needed for a child in their class.

### **Pupils should be taught:**

- To respond to instructions immediately in a safe and controlled manner
- To work confidently and safely with regards for themselves and others at all times
- The importance of warming up and cooling down
- How to lift, carry, place and use all equipment safely according to their age.

### **Monitoring and review**

The P.E. coordinator will support staff in their teaching of P.E. as well as carrying out observations of P.E. lessons. Evidence of children's work will be through photographs. This evidence can be placed into the PE Folder in teachershare. Select the evidence folder and store the photographs in your class with the date and subject.

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