



PHYSICAL EDUCATION POLICY

Our Vision for PE - Intent

It is our vision that the children at Elmsleigh Infant and Nursery School will learn the life skills they need to positively impact their future. This includes all children having the opportunity to develop the physical confidence and competence to enjoy being physically active and healthy. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed, to achieve to the best of their ability and instil a life-long passion of being physically active. We want to teach children how to cooperate and collaborate with others as part of a team, understanding fairness and equity of play and be able to both win and lose with equal grace. Most importantly, we will teach our children to have fun being active and embed positive attitudes towards physical activity and their wellbeing, ensuring they are well prepared for life's future challenges.

Aims

- To develop pupil's physical, emotional health, development and well-being.
- To enable children to develop and explore physical skills with increasing control and co-ordination.
- To encourage children to work and play with others in a range of group situations.
- To foster an appreciation of safe practice when using equipment.
- To develop a whole school approach to promoting positive attitudes towards health, hygiene and fitness.
- To increase children's ability to use what they have learned to improve the quality and control of their performance.
- To encourage pupils to comment on their own performance and that of others
- Provide sporting links with the local community
- Provide worthwhile out of school activities
- To provide all children with opportunities to enjoy and succeed in the subject as well as being stimulated and challenged
- Provide cross-curricular links e.g. application of number and use of IT to collect, analyse and evaluate.

What does PE look like at Elmsleigh Infant and Nursery School? Implementation

Pupils at Elmsleigh participate in weekly, high quality PE and sporting activities. Our PE curriculum and provision is planned carefully to be inclusive to all and to ensure all children are engaged in physical activity that promotes a love of being active and healthy.

We use the Core REAL PE scheme of work to ensure all children develop the fundamental skills they need to enjoy a lifelong active lifestyle. We will teach children the core skills they need to be competent and physically ready for the next phase of their learning, ensuring all children make progress from their starting points.

Skills progression is planned from Nursery through to Year 2 to ensure children are progressing and developing their core skills. We provide opportunities for children to engage in extra-curricular activities after school, in addition to competitive sporting events. Where possible, PE is linked to themed weeks and events to broaden our children's experiences and understanding of physical activity across the world and in different cultures. For example, learning cultural dances as part of our Around the World days and participating in the Elmsleigh Olympics which includes investigating athletes from other countries. We offer further variety to our curriculum through our partnership with Derby County Community Trust. We are supported by highly skilled coaches in developing children's fundamental skills and attitudes towards PE. The coaches are a positive role model in school and inspire children to be active and try their best. Our teachers use this as an opportunity to develop their own CPD and gain valuable experience of teaching alongside coaches.

As part of developing and promoting children's well-being we encourage children to use mindfulness techniques to help them tune into their mental health and recognise when they may be feeling anxious or worried. Children are encouraged to talk to each other and the staff in school about their feelings, this occurs daily and is embedded into all aspects of school life.

What our children achieve

Foundation Stage

Children in our nursery and reception classes engage in daily physical activity as part of their continuous provision. Our recent development of the outdoor area specifically targets children's gross motor development in order to develop the core muscles and movement skills children need in order to achieve their age-related expectations by the end of Reception. As the nursery and reception classes are part of the Foundation Stage, we relate the physical development of the children to the objectives set out 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 and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Children develop these skills through fundamentals sessions, games, dance, gymnastics and their outdoor provision.

By the end of Reception we aim for the children to achieve their Physical development Early Learning Goal. Alongside having developed a love of being active and the fundamental movement skills they need in order to be ready for their next stage of learning.

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- Negotiate space and obstacles safely, with consideration of others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping skipping and climbing.

Key Stage One

By the end of KS1 children will feel confident in their physical ability and will have achieved the national curriculum objectives for KS1. Children will know the importance of an active and healthy lifestyle, will recognise how they feel mentally and know how to help themselves or where to go for help needed. The children at Elmsleigh will have a healthy attitude towards competitions and will strive to always do their best, show resilience, teamwork and pride.

In Key Stage 1 children will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Children develop these skills through fundamental sessions, games, dance and gymnastics.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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

Organisation and Timings

The majority of lessons will be delivered using the Real PE scheme which follows a particular format depending on the age range taught. Throughout the year all children will learn fundamental movement skills through the REAL PE Scheme, REAL Dance Scheme and Real Gym Scheme. In Foundation Stage 1 our nursery children will be taught through the REAL Foundations unit. All lessons need to include the following key components:

- **Warm Up – Pulse raising activity**
- **Exploratory / progressive skills development activity**
- **Using and applying those skills**
- **Plenary / Cool down**

The importance of a warm up / cool down will be explained to the children. Skills development activities will be differentiated by task and outcome as appropriate to the child's level. Using and applying will enable the children to use their skills in a different context. Children will have the opportunity to work individually, in pairs and in groups.

It is essential that Learning Objectives are shared with pupils at the beginning of each session. This can be done either in classroom or in the chosen learning environment before the session begins. Children must also be aware of how to achieve success in the lesson as they would in any other subject.

Alongside our PE lessons children participate in daily wake and shake activities for 5 minutes every morning. Children also participate in lunch time wake and shake and participate in lunchtime playground games that promote being active and healthy competition. Our Derby County Community Trust lunch time coach organises team games for the children once a week, these games encourage the children to engage in competition with other and with themselves by challenging their personal best.

Safety is paramount in all physical activity sessions and children are taught to consider risks when handling equipment and assessing a safe place to be active.

Swimming

All children must have access to swimming instruction in either key stage 1 or 2. Children should be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively such as front crawl, backstroke and breast stroke.
- Perform safe self-rescue in different water based situations.

At Elmsleigh Infant and Nursery School our Year 2 children have access to swimming instruction at a local leisure center. This takes place in the Spring and Summer terms. Swimming is coached by pool staff and lifeguards are always present.

After School Clubs

Sports funding has enabled more PE based afterschool club activities to run and further raised children's involvement in being active. All children have access to fully funded afterschool clubs to promote equal opportunities to all pupils.

Afterschool clubs focus on specific sports in response to children's interests.

These include:

- Multi-Sports
- Football
- Dance
- Cheerleading
- Fundamentals
- Bat and Ball skills

Competitions

Children have access to a wide range of competitions through our affiliation with Derby County Community Trust and the South Derbyshire Sports Partnership. Parental consent is required for all out of school competitions. Where a competition is based off site a member of school staff will always be present to ensure the safety of the children and to promote healthy competition and engagement.

SEN & Equal Opportunities

All pupils can access a broad and balanced PE curriculum, which meets the specific needs of individuals and groups of pupils; including those with diverse special educational needs, disabled youngsters and pupils with English as an additional language. We aim to provide a programme which allows all children to access the curriculum, the REAL PE scheme of work has supporting documents and inclusion videos which ensures lessons can be adapted to ensure all children are able to participate at their level. Children in our Rainbow Room have a set time each morning to complete a sensory circuit which is planned by our SENDCO to meet the individual needs of the children. Makaton signing and symbols to be used where appropriate.

Assessment and Record Keeping

Assessment

Teachers may use a range of techniques to assess PE:

- Watch children work, talk to them about what they are doing and listen to them describe their work.
- Verbal feedback – is key to providing children with instant feedback and a chance to adapt their learning.
- Feedback from pupils during lessons can inform teachers of what has been successful and future targets can be set for individuals
- Use of REAL PE plenary and skills assessment as part of the lesson.
- Use the REAL PE assessment wheel to record progress.
- Assess through photography and video

Record Keeping

Records are selective and brief and teachers should have a clear reason for recording information, they need to be purposeful. Significant achievements or weaknesses may be noted on evaluation of lesson plans and are used to:

- Inform future planning for themselves or a new class teacher
- Form part of the statutory annual reporting process in discussion with parents
- Help children as a basis for future target setting

Records in the foundation stage are kept for Physical Development as part of the child's Learning Journey to provide evidence towards the Early Learning Goal. Evidence may include: Post it notes, class lists, photos, formal observations and video's.

Health and Safety

The safety of children in lessons is paramount importance. The 'BAALPE' publication 'Safe practice in Physical Education' should be read by all staff.

Class teachers are to insure that:

- **NO JEWELLERY SHOULD BE WORN-** Children who have newly pierced ears may wear earrings for a short period of time as long as they are covered with a sticking plaster. It is the responsibility of the parent and the child to provide and implement this.
- Long hair should be securely fastened back
- PE clothing is worn (in line with that stated in the school uniform policy)
- Children currently come to school wearing their PE kit.
- Indoor work, especially gymnastics and dance must be undertaken barefoot.
- Outdoor work, appropriate footwear and clothing should be worn
- Consideration should be given to whether pupils who wear glasses keep them on during physical activity (this will depend on the individual needs of the child and the type of activity)
- Staff dress should be conscious of same health and safety standards and dress accordingly.

Before a PE lesson is taught, the teacher will ensure that:

- The floor has no sharp objects or obstructions
- Equipment is in a suitable condition with no loose parts that might cause injury
- The floor is clean and dry

During a lesson, the teacher will:

- Set clear expectations of listening and behaviour to all pupils
- Where possible, ensure that a first-aid trained member of staff is either present or located nearby
- Where possible, make use of a TA or additional adult to support the learning and ensure that children can perform the tasks safely
- Where necessary, make use of equipment such as mats to prevent children from injuring themselves on a hard surface

Role of the Subject Leader

The subject leader will take the role of the PLT (Primary Link Teacher) for PE in school. They will be aware of the ongoing development of PE nationally and will keep staff up to date by attending relevant courses and meetings. The subject leader will have a yearly action plan for PE that links in with the School Improvement Plan. The Subject Leader will oversee resource requirements, maintain the budget for PE and organize school PE opportunities with outside agencies. They will be responsible for the monitoring and evaluation of PE. The Subject Leader will offer support and advice to members of staff and governors and liaise with outside agencies at appropriate times. The subject leader will co-ordinate PE activities taking place within school and also in out of hours learning.

Written By Laura Mansfield (PE Co-ordinator)

Next Review Date: September 2024