

## Physical Education (PE) Policy

### 1 Curriculum Intent

1.1 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, athletics and outdoor activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives. **Article 31 – A right to relax and play different things.**

1.2 The intents of PE are:

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; **Article 15 – A right to meet each other and join groups and clubs.**

to develop the way children perform skills and apply rules and conventions for different activities;

**Article 29 Your education should help you develop your talents and abilities.**

to increase children's ability to use what they have learnt to improve the quality and control of their performance; Article 29 – You have the right to be the best you can be.

to teach children to recognise and describe how their bodies feel before, during and after exercise;

to develop the children's enjoyment of physical activity through creativity and imagination;

to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

To work as part of a group or class to develop social skills and team work. Article 15 – A right to meet each other and join groups and clubs.

1.3 The school also has a statement of intent in place.

This is:

“Our intent at Kenmore Park Infant and Nursery School is to provide health and fitness teaching so that every young person is able to develop, understand and embrace a healthy and active lifestyle”.

Kenmore Park Infant and Nursery School provides a diverse range of physical activities, for example gymnastics, ball skills and athletics. These are taught by a trained PE coach as well as skilled class teachers. The school also has programmes in place to promote healthy lifestyle e.g. healthy eating and encouraging children to walk to school at least once a week. The school also has a healthy schools week where not only being healthy is promoted but also healthy eating.

## 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 children's knowledge, skills, health, well-being 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 role models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources. **Article 29 A children have a right to get better at things. To learn about ourselves and others.**
- 2.2 As well as the class teacher, the school also employs a specialist PE coach to come to school every week to work with the children. The PE coach has their own set of plans which details exactly what to teach and how to develop and enhance the children's skills. The class teacher works with the PE coach to also develop their skills.
- 2.3 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. **Article 2 All children have rights no matter who they are, whether or not they have a disability, no child should be treated unfairly on any basis.**

We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

- 2.4 The school encourages children to take part in competitions. In PE lessons children will be asked to reflect and monitor their performance and then asked to try and beat their last performance. As well as through their PE lessons children also have opportunities to take part in competitions with other children in the borough. **Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people. The right to be the best you can be.**

## 3 PE curriculum planning

- 3.1 *PE is a foundation subject in the school curriculum. We work with specialized coaches to map our curriculum to ensure that PE is accessible and engaging for all children to develop their core physical skills for each area unit of work. Teachers and the specialized coaches work in partnership to assist children in their PE. This is part of the staff's CPD. Teachers will use the coaches expertise to develop their own teaching in PE. Article 28 – A right to an education.*
- 3.2 The 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 for

*each the key stage.* The PE subject leader works this out in conjunction with the PE specialist coach and teaching colleagues in each year group.

- 3.3 Our medium-term 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.
- 3.4 There are plans for each PE lesson. These list the specific learning objectives for each lesson and give details of how the lessons are to be taught. At the start of each lesson the objectives are shared with the children so that they can use the objectives to assess their own and each others' learning. A copy of all of the plans are stored under each year group folder on the system.
- 3.5 We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children 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 children are increasingly challenged as they move up through the school. **Article 23 – A right to special help if they need it.**

#### 4 The Foundation Stage

We encourage the physical development of our children in our Nursery and Reception classes as an integral part of their work. As the Nursery and Reception Classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Development Matters, 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 such as gymnastics, co-ordination, balancing and dance.

- 4.1 We follow the Chief Medical Office recommendations for our under 5's when it comes to physical activity and encourage children who are capable walking unaided to be physically active for at least 180 minutes. We aim to achieve this through having chair free areas, a free flow policy and encouraging the children to be active throughout the day.

We try to minimise the amount of time spent children are sedentary (being inactive, restrained or sitting) for extended periods (except time spent sleeping) by reducing screen time (e.g. watching TV, using a computer, tablet or smart phone) and reducing time spent in a pushchair or car seat.

- 4.2 We provide suitable physical activities for all. All of our children, including those with special educational needs and disabilities (SEND) are entitled to a comprehensive programme of physical activity opportunities that allows all children to improve their skills of co-ordination, manipulation, control and movement and to develop positive attitudes towards physical activities including sports. Our provision is also fully inclusive of children

from different cultures and religions. All staff are aware the need to be sensitive to individual beliefs about what is acceptable in relation to physical activity.

**4.3** We provide adequate activities for the development of fine motor skills e.g. threading, spooning marbles into narrow mouthed containers, tapping shapes with nails and hammers, scissor skills etc. The Nursery has an outdoor climbing frame which facilitates the development of gross motor skills. Children are also encouraged to draw using chalks on the floor or paint on large pieces of paper using big strokes to develop gross motor skills.

**4.4** At Kenmore Park Infant & Nursery School we also hold a parents' workshop. Parents are invited to come and watch one of our PE lessons. The teachers demonstrate how parents can be active with their child. After attending this workshop parents are loaned a pack of PE resources which they can play and engage physically with their child. We also work with parents to promote active travel to and from school through our Walk on Wednesday scheme; where children are encouraged to walk or use their scooters or bikes to travel to school.

At the end of the month they have walked on all Wednesdays then they get a badge. Parents are also advised not to use buggies and replace them with scooters or bikes when travelling to school. There is a designated area to park buggies and scooters.

## **5 Contribution of PE to teaching in other areas of the curriculum and beyond.**

### **5.1 English**

PE contributes to the teaching of English in our school by encouraging children to describe what they have done and to discuss how they might improve their performance. PE also gives the children access to a variety of vocabulary. The children use their physical skills taught during PE lessons to help them re-enact stories and scenes for English Units of Work.

### **5.2 Personal, social, health and citizen education (PSHCE)**

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. **Article 31: You have the right to play and rest.**

### **5.3 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 in a team 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. **Article 15: A right to meet each other and join groups and clubs.**

### **5.4 Promoting an active healthy lifestyle**

In line with the current government initiative to get children physically active for 60 minutes a day, with schools being responsible for 30 of those minutes, Our school encourages children to be physically active beyond PE Lessons. PE lessons are carefully

planned so that children learn core skills which can then be applied to other physical activities. There are also parts of the school day where children are encouraged to be physically active.

## **6 Teaching PE to children with special needs**

- 6.1** We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs). Article 23 You have the right to special education and care if you have a disability.

## **7 Assessment and recording**

- 7.1** Teachers assess children's work in PE by making assessments as they observe them. Their assessments are based on the progress made by children against the learning objectives for their lessons. Assessments are used to plan the future work of each child to ensure that they make good progress. These records also enable the teacher to complete the PE targets set out in the annual report to parents. The teacher passes this information on to the next teacher at the end of each year.
- 7.2** The PE subject leader keeps photographic evidence of children's 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. Teachers meet regularly to review individual evidence of children's work against the national exemplification material. The PE subject- leader also monitors PE by observing teaching and learning in different year groups which are documented (lesson observations proforma /evaluation report).

## **8 Resources**

- 8.1** There is a wide range of resources to support the teaching of PE across the school. Resources and equipment are compatible and suitable to the age range taught. All equipment is subject to systematic and regular inspections, with large equipment having a specialist, detailed and systematic inspection on an annual basis.

Most of our small equipment is kept in the PE storage area in the hall. Storage units allow the adults and children to access the equipment safely and provide easy access to all equipment. Children are only allowed to access these under adult supervision. The hall also contains a range of large apparatus. We expect the children, with adult support, to help set up and put away the equipment safely. By so doing, the children learn the safe and appropriate way in which to handle the equipment.

## **9 Health and safety**

- 9.1** The general teaching requirement for health and safety applies in this subject. Staff must ensure that there is a safe working environment at all times. In addition, we encourage

the children to consider their own safety and the safety of others at all times. We expect them to change for PE into their PE kits for the PE lessons. All pupils should be taught how to warm up and cool down safely and effectively. In addition, they should be taught how to move and handle equipment and how to conduct themselves safely during activities. The governing body expects all teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no jewellery is to be worn for any physical activity.

## 10 Monitoring and review

**10.1** The monitoring of the standards of children's 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 has specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations of PE teaching across the school.

## 11 Extra-curricular activities

**11.1** The school provides access to a variety of weekly "Sports Clubs" during each term for all the children at the end of the school day. The school also offers a selection of sports clubs facilitated by outside providers.

Staff should be aware that these coaches should only deliver activities in which they have a qualification (preferably a National Governing Body Level 2 award as a minimum).

**Article 28 - You have the right to a good quality education.**

The school sends details of the current club activities to parents at the beginning of each year. **Article 15 – You have the right to meet each other and join groups and clubs.**

**Signed:** Jennifer Rong

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