

# SANDWICH INFANT SCHOOL



## P.E. POLICY

### Aims

- To develop children's physical competence and confidence, and their ability to use these to perform in a range of activities.
- To promote physical skilfulness, physical development and a knowledge of the body in action.
- To ensure children are active for sustained periods of time
- To provide opportunities for pupils to be creative and to face competitive challenges as individuals, in groups and in teams.
- To learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness.
- To promote positive attitudes towards active and healthy lifestyles.

Through the above, children will discover their aptitudes, abilities and preferences and make choices about how to get involved in lifelong physical activity.

### Subject content

Pupils should develop fundamental movement skills, becoming 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 others) and co-operative physical activities in a range of increasingly challenging situations.

Pupils should be taught:

- To master basic movements – running, jumping, throwing and catching, develop balance, agility and co-ordination, and begin to apply these.
- To participate in team games, developing simple tactics for attacking and defending.
- To perform dances using simple movement patterns.

These skills should be taught within games, gymnastics and dance

### Management

The school has appointed Mrs Julie Shaw as PE Co-ordinator. It is her role, alongside the Headteacher, to support class teachers and ensure that the children receive their entitlement to the PE curriculum in line with the National Curriculum Document, this policy and the accompanying Scheme of Work and the Scheme of Work for the Foundation Stage. The PE Co-ordinator is also responsible for the PE resources in the school.

### Staffing

Class teachers are responsible for medium and short term planning and delivery and assessment of PE for children in their care. INSET training is available, in consultation with the subject co-ordinator, to provide further support for staff.

### **Styles of teaching and learning**

Teaching may be whole class, group or individual. The curriculum may be delivered by a variety of means: direct teaching, discussion and observation of peers and practising skills etc. Good use should be made of the school's resources: the hall, the playground and the garden. Aspects of PE - for example Dance - should, where possible, be linked to topics. It is unlikely that any formal recording will be undertaken in PE, although teachers may wish to use the ICT resources to make a record of aspects of the children's work.

### **Curriculum Planning**

Each year group has created a long term plan to show coverage of the main PE areas of dance, games and gymnastics. Parallel year group teachers are responsible for developing medium term plans together using the agreed planning format detailing how the skills and objectives of the curriculum will be covered. These are on KLZ for the subject co-ordinator and the Head teacher to monitor. Progression of skills across year groups is ensured by using the Progression of skills planning document.

### **Cross Curricular Links.**

Where possible the objectives outlined in the scheme of work can be linked to other curriculum areas.

### **Assessment**

Assessment will be made formally by the teacher during lessons. A formal record will be kept of each child's progress against the learning objectives. These records will inform the statement made on the child's end of year report. The formal assessment will be passed onto the receiving teacher in September.

### **Standards to be achieved**

By the end of Year R most children will have achieved the PE based Early Learning Goals for Physical Development – Moving and handling. KS1 is assessed on KLZ according to the end of Year Skills.

### **Extension opportunities**

Staff will determine those children with greater ability in PE through their assessment procedures and will provide opportunities during lessons for these pupils to further their skills, knowledge and understanding.

### **SEN**

The class teacher will make adaptations to the content of the lesson in order that each child can take full part in each lesson. At times it may be appropriate to have the support of a Teaching Assistant to help an individual or a group of children. The QCA document 'Planning, teaching and assessing the curriculum for pupils with learning difficulties' is available for further/specific guidance.

### **Equal opportunities**

All pupils regardless of race, gender and ability will have equal opportunities to participate in PE lessons.

## **Resources**

PE resources are kept in the hall, the shed in the garden and the storeroom off the playground. The Val Sabin dance scheme of work, the dance folder containing dance CPD documents and TOPS cards for Dance, Games and Gymnastics and CDs are kept in the two cupboards in the hall.

## **Health and Safety**

To ensure safe practice pupils should be taught to:

Be concerned with their own and others' safety in all activities. To ensure this, pupils are encouraged to work on the large apparatus safely, with a noise level that allows and encourages children to evaluate their own work and that of others, but which is acceptable in terms of safety and concentration. Children should move quietly and sensibly, avoiding physical contact when transferring from apparatus stations. They should also be taught to respond readily to instructions and signals within established routines. If children are entering an area where apparatus is already in place, they must be taught not to attempt to work on it until specifically directed by the teacher.

Understand the importance of warming up for and recovery from exercise, by simple activities before and after the main session. Adopt good posture and correct use of the body at all times.

Understand why particular clothing and footwear should be worn for PE lessons. The children should wear appropriate clothing, usually T-shirts and shorts. For indoor work children must wear plimsolls or have bare feet.

Understand the safety risks of wearing inappropriate clothing, footwear or jewellery. Hair should be tied back, watches and jewellery removed and T-shirts tucked in. Children who wear earrings and are unable to remove them themselves are not permitted to take part in a PE lesson. Parents are asked to remove earrings before the child comes to school.

Glasses may be worn, with parental permission. In the case of accidents, parents should be informed and a report written in the accident book. Serious injuries must be reported on the appropriate forms held in the school office.

Observe the rules of good hygiene - e.g. covering an open wound or verruca.

## **Parent/Community Links**

The school should encourage children to attend clubs in the community to enhance their experiences. The PE co-ordinator and headteacher are responsible for developing good links with local providers, local authority sports development officers and representatives from the School Sports Co-ordinators programme and also for passing the relevant information on to parents. Parental involvement is encouraged during activity days/ healthy week events.

## **School Travel Plan**

Sandwich Infant School has a 'School Travel Plan' dated November 2016. Please consult for further information.

## **Out of Hours Learning and Opportunities for Physical Activity**

Lunchtime / playtime activities have been developed and encouraged by the introduction of (playground equipment) and newly purchased playground 'play zone' barrier.

**Policy review:** This policy was reviewed in September 2021 by Libby Wood

