

Halfway Nursery Infant School



PE Policy

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HALFWAY NURSERY INFANT SCHOOL

Physical Activity and Physical Education Policy

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

AIMS

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.
- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
- The Physical Activity and Physical Education Policy is intended to complement and support the following school policies:
 - Inclusion
 - SEN
 - PSHE
 - School food policy
 - Citizenship
 - Health and Safety

OBJECTIVES

- A designated member of staff (PE Co-ordinator) will lead physical activity development.
- Maintain a high profile for physical activity in all aspects of school life.
- Provide appropriate ongoing training for all staff, including teaching and non-teaching staff.
- Encourage all pupils to participate in physical activity during play-times.
- Embed health related exercise (HRE) principles into the PE curriculum - ensure that knowledge and understanding of fitness and health is integral to all PE lessons and has cross-curricular links to other subjects, such as science, D & T, English and Maths.
- Provide links to other aspects of health, for example, by promoting healthy eating and providing access to water.
- Ensure that all pupils have access to a minimum of 2 hours curriculum time high quality PE and sport each week, along with further opportunities to take part in out of school clubs.
- Offer a broad and balanced activity programme which is inclusive to all pupils.
- Work with key partners, including the School Sport Partnership and the Healthy School Programme, in helping to promote physical activity.
- Work with key partners in ensuring that all children have access to appropriate community activities.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, 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.

THE PHYSICAL ACTIVITY CO-ORDINATOR

- The PE Co-ordinator will also be the designated Physical Activity Co-ordinator, working in conjunction with all relevant subject leaders who together will have responsibility for leading all broader aspects of physical activity, with strong support from the head teacher.
- This person shall also be designated Primary Link Teacher with specific responsibility for providing the school link to the School Sport Partnership.

RAISING THE PHYSICAL ACTIVITY PROFILE

- The school advertises opportunities for all pupils and staff to participate in school and community activity and celebrates success.
- Regularly celebrate achievement and promote activity in assemblies.
- Introduce an annual health day or week, involving key partners such as the Primary Care Trust to promote Healthy Lifestyles.
- Promote participation in Physical Activity schemes, both in and out of school, which allows all pupils the opportunity to succeed.
- Take part in the LEA Travel Plan, encouraging pupils to walk to and from school.

TRAINING PROGRAMME

- Release the Primary Link Teacher (PLT) on a regular basis to attend National Professional Development training courses.
- Ensure that the PLT co-ordinates access to training programme for all staff, including teachers and Adults Other Than Teachers (AOTTs)
- Provide playground leadership training as part of the PLT link.
- National CPD Health Workshops are accessed by the Healthy Schools Coordinator.

PLAYTIME ACTIVITY

- Make a range of equipment available to all pupils during play-time periods.
- Be aware of skipping as a specific fitness activity (in partnership with the British Heart Foundation).
- Ensure that lunch-time supervisors are able to promote and support play-time activity.
- Develop appropriate and safe playground areas, which have innovative permanent markings, which encourage and facilitate activity to all pupils.

CURRICULUM

- Ensure that all pupils receive 2 hours curriculum time physical education each week.
- Children will experience a developmental programme of Physical Education, which includes the elements required to achieve success in Key Stage 1 and 2 assessments.

This will be promoted through:

- **Athletic Exercises** - The children will experience all the requirements of the athletic component whilst addressing the other areas of the Physical Education curriculum (i.e. elements of athletics appear in the gym and games components).
- **Dance** - It should include elements of quality, control, interpretation and communication, through expressive movement. It should include variations in shape, direction, speed, level, tension and continuity. Patterns of movement should involve stepping, twisting, turning and rhythm.

In this way, dance can contribute to development in the following areas:

- Artistic and aesthetic.
- Cultural
- Personal and social.
- Physical Education, health and fitness.
- Cross-curricular learning.

- **Gymnastics** - In this school the emphasis will be on Educational Gymnastics, where children are given a task and determine their own movements to meet that task's requirements. The teacher's role is to improve a child's natural movements e.g. jumping, rolling, balancing, and climbing, in terms of quality and control, with specific reference to:
 - Type of activity - run, jump, rock, step, twist.....
 - The body - what it does or is working on
 - Body weight management
 - Apparatus
 - Personal space; width, symmetry, height; direction; general direction i.e. forward, up; levels; high, medium, low; time; stop, start, quick, slow.
- **Games** - The use of the Top Sport games resources in Key Stage 1 promotes the development of minor games in P.E. lessons. In Key Stage 2, team games are developed building on the skills acquired in K S 1. Games should promote the following experiences for all pupils:
 - Practice of skills.
 - Co-operative learning.
 - Self-esteem.
 - Skill acquisition.
 - Sense of fair play.
 - Experience of success and failure.
 These should include:
 - Individual practice.
 - Direct and less direct instructions.
 - Partner and group work.
 - Varied games.
 - Movement off the ball.
 - Experiment and expression.
- **Outdoor and Adventurous** - Although this is seen to be addressed mainly by visits; e.g. on residential weeks, it must also be taught in Key Stage 1. This can be achieved through simple orientation games and, especially in summer, should include maximum use of the school's extensive grounds.

- PLT to oversee the PE curriculum delivered throughout the school.
- Provide ongoing monitoring of PE lessons, in order to ensure that the 10 high quality outcomes are achieved. (PE and Sport for young people QCA, 2004)
- Children's progress will be reported to parents through the end of year report.
- Ensure that all PE lessons include the National Curriculum health related exercise strand, so that pupils are aware of the need to exercise, the body changes during exercise and know how to warm-up and cool-down.
- Ensure that all PE lessons are structured to include a warm-up and cool-down.
- Promote physical activity and health related exercise within other lessons – e.g. The effect of exercise on the body, anatomy and physiology, in science.
- Provide an annual programme of intra school activities for all pupils, including a sports day and a health day or week.
- Provide opportunities for children to participate at all ages in festivals and tournaments with other schools, provided by the SSP.

ASSESSMENT

ASSESSMENT AND RECORDING

Assessment will be carried out according to the requirements of the National Curriculum. The end of Key Stage statements for Assessment at Key Stages 1 and 2 include the following statements of attainment:

KEY STAGE 1

Children must be able to:

- Plan and perform simple actions and sequences, safely.
- Practice and improve performance.

- c) Describe what they are doing.
- d) Know the effects of exercise on their body.

Teaching and learning style

Our principal aim is to develop children's knowledge, skills and understanding in mathematics through the use of the EDUcate approach (Experience, Develop, Use):

Experience/Engage: Children should be exposed to a variety of skills that they will require in order for them to take part in competitive sports throughout their lives. Children will develop skills in two of the 4 areas throughout each half term. Children will revisit skills previously learnt and will incorporate these with new skills during the practical sessions.

Develop: Once children have gained some experience of the skills and teachers have activated prior learning and clearly identified children who require extra support, then together, teaching can be shaped to develop skills and allow children to apply those skills in games and competitive environments.

Use: Once children have developed skills and knowledge and can confidently use them in isolation, it is important we provide children with opportunities to use and apply these newly developed skills through games, afterschool clubs, lunch time provision.

Teaching and learning sequence

- PE sequences of learning will be taught over 1 half term.
- Sequences of learning will consist of Gymnastics, Games, Dance and Athletics
- Each half term should have two sequences of learning for Gymnastics, Dance, Athletics and Games.

INCLUSION

- As is stated in the NC 2000, children with special needs will be included in any physical education lesson. If a programme needs to be adapted then the teacher in charge will do this in consultation with the coordinator and SENCO (if applicable).

EQUAL OPPORTUNITIES

The Educational Reform Act gives children entitlement to all areas of the National Curriculum, including P. E.

Sanctions should therefore not be used which would affect a child's participation in P.E. However, if a child's behaviour or action is considered by the teacher to be a danger to either themselves or others then, for reasons of safety, that child will be withdrawn. The child, where possible, should continue to observe the lesson.

Each child will have the opportunity to fulfil their own potential. A wide range of extra - curricular activities exist to extend and develop specific skills and this may include selection for school team events. Written or verbal permission will be obtained from parents or guardians for such occasions.

HEALTH AND SAFETY

- Staff should also consult the following document *BAALPE Safe_Practice in Physical Education*

- All accidents must be reported, treated appropriately, recorded and communicated to the parents (all classroom assistants, mid-day supervisors and other responsible adults working in school must too be aware of these)
- For serious accidents the situation needs to be made safe for all the children in the class.
- Staff must identify hazards which can cause potential harm, and assess the likely-hood of these
- Staff must implement appropriate measures and ensure they are effective
- Staff will ensure that all equipment is safe and suitable for children's use
- All pupils will be shown how to lift, carry and store equipment safely
- Staff will know about any medical conditions in the class and how to control/treat them
- Pupils will be encouraged to discuss and understand safety implications regarding themselves and others
- Children should work at a noise level where they can hear the teacher, most individual work will be carried out in silence
- When stopping a lesson, teachers need to give time for children to climb down safely from apparatus
- Children must be supervised at all times
- If, for any reason, a child is unable to take part in any part of the lesson, the parent/guardian must provide a letter. The child should accompany the class to the lesson – and not be left unsupervised.
- Children should put on P.E kit – a plain t-shirt and shorts. Trousers to be worn outside in colder weather.
- All jewellery should be removed. Children with pierced ears should not wear earrings to school on P.E. days.
- Earrings must be removed by the child and NOT taped over. In the event of a child having newly pierced ears within term time, the parents must provide micro tape for the child to use.
- Long hair should be tied back. No headbands should be worn, unless they are made of soft material.
- For outdoor activities children should wear appropriate sports shoes.

OUT OF SCHOOL HOURS ACTIVITIES

- Provide a diverse weekly programme of out of school hour's activity clubs throughout the year which suits the needs of all pupils. This should be developed in consultation with pupils.
- Provide a programme which offers an equal balance of competitive and non-competitive activities.
- Make provision to enable that every pupil has the possibility of attending one OSHL activity through the year.

SCHOOLS SPORTS PARTNERSHIP AND COMMUNITY LINKS

- Ensure that the school regularly participates in SSP and County-wide events which promote physical activity.(Where applicable)
- Ensure that the school employs a range of auxiliary qualified and experienced coaching staff and implements quality assurance through the PLT/SSP programme.
- Ensure that the PLT takes responsibility for forging strong local community club links (club coaches visit school/pupils attend club taster days/clubs)

Monitoring and Review

The Headteacher, with the support of the PE Co-coordinator, will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports and sampling teachers' planning.

Subject co-coordinators are responsible for the monitoring of assessments for their curriculum area.