



THOMAS RUSSELL INFANTS' SCHOOL

PHYSICAL EDUCATION (PE) POLICY

Vision Statement for PE

At Thomas Russell Infants' School we know that PE plays an important role in the development of our children.

PE leads to improved fitness, health and well-being, concentration, attitude and academic achievement. It can help children:

- Raise their achievement
- Excel in different areas
- Build self-esteem
- Learn to co-operate as a team and display leadership skills
- Experience healthy competition - learn to cope with life's successes and defeats
- Be more responsible for themselves and others
- Develop a healthy lifestyle

We aim to encourage a lifetime love of sport and keeping fit and encourage children to be the best that they can be.

Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching, group and individual activities. Teachers draw attention to good examples of individual performance as 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 both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children with 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. We achieve this through a range of strategies:

- setting common tasks that are open-ended;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- providing a range of challenge through the provision of different resources and equipment.

PE curriculum planning

PE is a foundation subject in the National Curriculum and as required we teach the Key Stage 1 objectives as follows:

- 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

Our school uses Long Term and Medium Term planning which defines what we teach. They provide an appropriate balance and distribution of work across each term. Lesson plans are often written from the Long and Medium Term planning and are amended by individual class teachers who amend these to suit their classes. To help with amendments and ideas, our school has purchased several schemes which are freely available to all staff.

The PE activities 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 planning, so that the children are increasingly challenged as they move up through the school.

The Early Years Foundation Stage

We encourage the physical development of our children in Reception as an integral part of their work. As Reception is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals. 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.

Contribution of PE to teaching in other curriculum areas

English

PE contributes to the teaching of English in our school by encouraging children to listen to instructions and respond appropriately. It gives children the opportunity to describe what they and others have done and to discuss how effective the PE is and how performances might be improved.

Mathematics

The teaching of PE helps children learn positional language. There is an opportunity in the teaching of PE to develop the children's numerical skills in a number of ways: distance, length and measurement; timing and time keeping; counting when developing sequences and taking turns.

Computing

We use computing to support PE teaching when appropriate. This includes using both still and moving images. Music is also used from CDs or resource computers. The internet is also a vital resource for PE.

Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating. Children become confident to try new activities and continue to be motivated and interested in physical activity.

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 and pairings allow children to work together 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.

Teaching PE to children with special needs

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.

Time

PE will be taught in blocked units of work throughout the year so as to support continuity and progression of knowledge, understanding and skills. Children in years 1 and 2 will receive two hours PE a week.

Participation

All children attending school should be expected to take part in PE lessons unless there is an obvious physical reason eg broken arm. Colds, coughs etc should not be accepted as reasons for non-participation. Any child not taking part, for acceptable reasons, should be involved in the lesson as an observer eg being asked to look for and provide feedback upon examples of a task that is being carried out.

Monitoring and review

The PE subject leader will ensure that a high standard of teaching and learning in PE is being routinely delivered across all classes within the school. The PE subject leader will identify overall aims and objectives and will establish and monitor a curriculum that is relevant to the needs of the children. They will manage resources and subject specific finances through the Sports Premium money.

The quality of teaching and learning in PE is monitored and evaluated by the Headship team as part of the school's agreed cycle of lesson observations.

Assessment and recording

At the end of each unit of work, children will be assessed upon whether they have met the associated learning objectives. We assess children by observing their preparatory skills and level of performance as well as by listening to their evaluations of their own and others work. We also talk with and question them as a means of gauging their knowledge and understanding.

Resources

There is a wide range of resources to support the teaching of PE at Thomas Russell Infants' School. Our gymnastics equipment is accessible to the children only under adult supervision. We expect the children to help set up and put away this equipment as part of their work so the children learn to handle equipment safely. The children use the school field and playground for games lessons when the weather is appropriate. Written teaching resources are kept in the Quiet Room.

Health and safety

The AfPE publication "Safe Practice in Physical Education and Sport" (latest edition) should be referred to with regard to all matters of health and safety in PE lessons. All teaching staff should be familiar with the procedures relating to delivering specific activities. All teachers are responsible for safety within their lessons and for ensuring that they are rigorously following the prescribed guidelines. Student teachers and non-quality assured coaches should never be left to teach a PE lesson unsupervised.

The following advice has been established as practice within our school but should not be treated as a definitive list.

Children will be taught:

- The importance of warm ups and cool downs in physical exercise.
- Safe procedures for lifting and moving apparatus.

- Safe use of space for themselves and others.
- The need for appropriate clothing, having long hair tied back, not wearing jewellery (earrings to be removed in the first instance. If children unable to remove earrings they should make them safe by taping front & back. Staff are not required to remove or tape earrings for children. However it remains the teacher responsible for the group's legal responsibility to ensure the taping is effective).
- Children wearing wristbands monitoring activity should have these covered with a fabric sports wristband.
- To consider hazards and risks in their activities.

Teachers will be expected to establish a dress code example to their children during PE lessons:

- To have appropriate footwear or bare feet.
- To remove any jewellery that could constitute a hazard to themselves or others.

All interior and exterior play and sports apparatus will have an annual safety check by an external professional.

Reviewed: Oct 2021

New review due: Oct 2022