



# PE Policy

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## Key Document Details

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## **PE at Grange Infant School**

At Grange Infant School, we want to ensure that all our pupils develop the skills needed to be able to become physically confident in a way which supports their health, well-being and fitness. Our curriculum builds on previous learning of the children to ensure that a depth of learning is experienced, and units taught are not in isolation but skills are built up over a period of time. This ensures that our children have the skills taught to them that will allow them to build on this prior learning and be able to use their knowledge to make links with their learning.

We want PE to be a subject that is enjoyed by all children whilst giving everyone opportunities to further their skills and competitiveness. TWHF sporting events over the year allows children across the school to compete with and against other schools within the Federation. This is also mirrored within school with intra-sports competitions between year groups based on the area they are learning throughout the term. Yoga sessions, skipping and the golden mile are also delivered to every child from Reception to Year 2.

We endeavour to give all children as many opportunities as possible to build up their fitness and endurance during the school day by allowing them to run or walk a mile using the school playground. We also offer a range of sporting after school clubs at the school from football and gymnastics to martial arts and dance, to ensure that all children have the opportunity to attend further physical activities. During the summer months, the school has a sports week where all children take part in a range of different sporting activities, has a focus on healthy eating and life-styles and learn about great sporting achievements of Great Britain.

## **Aims and objectives**

Physical Education develops children's knowledge, skills and understanding, to enable them to perform, with increasing competence and confidence, in a range of physical activities. These include dance, games, gymnastics, athletics and outdoor adventure activities. Physical Education promotes an understanding in children of their bodies in action; how they move, how they control their bodies in purposeful movements, how their bodies grow and mature and what changes will occur as they grow older. It involves thinking, careful selection and applying of skills and promotes positive attitudes towards a healthy lifestyle. Therefore, we enable our children to make informed choices about physical activity throughout their lives.

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.

## Teaching and learning style

We use a variety of teaching and learning styles in PE lessons. Our principle aim is to develop the children's knowledge, skills 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 models for the other children and we encourage the children to evaluate their own work as well as the work of other children beginning in Year 1. 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 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.

## PE curriculum planning

PE is a foundation subject in the National Curriculum. Reception children experience outdoor activities on a regular basis, balance bikes and take part in PE lessons in the hall. PE in Key Stage 1 builds upon those skills taught in Reception and are progressive into Year 2. Yoga sessions, skip to be fit and the golden mile are delivered to each class for 2 terms across the school year.

The PE long-term overview is a progression of skills and is a stand-alone subject. These plans define what we teach and ensure an appropriate balance and distribution of learning across each term. The curriculum leader reviews these plans regularly. Through Primary PE, class teachers identify specific learning objectives for each lesson and through adapted planning, they give details of how the lessons are to be taught. We plan the PE lessons 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 planning, so that the children are increasingly challenged as they move up through the school.

## The Foundation Stage

We encourage the physical development of our children in the Reception classes as an integral part of their work. 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. Reception children also take part in balance bike sessions for 2 terms in order to support their balance and coordination. Gross motor development interventions are in place for children who require more support.

### **Contribution of PE to teaching in other curriculum areas**

#### **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 by using different media to set the scene and develop ideas in dance. Spoken language skills are often integrated in PE sessions when evaluating sessions.

#### **Computing**

We use Computing skills where relevant in dance and gymnastics, where the use of video recordings of performances, help them to develop their movements and actions. We make use of media (sound and/or video) during dance and gymnastic activities. Year 2 children compare each other's performance from recordings and use these to improve and celebrate the quality of their work. Research is also undertaken through the Internet in order to find out for example the history of a sport or rules and conventions of games playing or indeed to research significant sports people.

#### **PSHE and citizenship**

Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. This is particularly evident during the school's sports week. 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 together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for each other and encourages them to co-operate across a range of activities and experiences. Values such as respect, kindness, empathy, team work and cooperation are encouraged in each and every PE session and during sports competitions.

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

At Grange Infant School we teach PE to all children, whatever their ability. Through our PE teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs.

When progress falls significantly outside the expected range, the child may have special educational needs. We look at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Intervention is delivered for children with special educational needs. This may include gross motor skills work, disapplication and/or specially adapted equipment. We enable pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside of our school, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Assessment and recording**

Teachers assess children's work in PE by making assessments as they observe them during lessons. They use this information to plan the future lessons and the teacher assessments are passed on to the next teacher at the end of each year.

Photographic and video evidence of children's PE learning are stored on the shared drive and in learning journeys (Tapestry). This demonstrates what the expected level of achievement is in each area of activity in PE in each year of the school. Teachers use photos and videos for evidence to ensure children demonstrate the skills taught to a high level.

### **Resources**

There are a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their PE learning. By doing so, the children learn to handle equipment safely.

### **Health and safety**

The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect all children to change for PE into the agreed clothing for each activity area. There is an expectation that teachers set a good example by wearing appropriate clothing when teaching PE

## **Monitoring and review**

The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE curriculum 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.

## **Extra-curricular activities**

Grange Infant School provides a range of PE-related activities for children during the school day and at the end of the school day. These encourage children to further develop their skills in a range of the activity areas. Current club activities are sent to parents at the beginning of each term.

Children from the school take part in a range of events such as multi-skills, gym and dance. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. This is developed further by using intra-sport competition between classes.

## **Review of the Policy**

At the end of each academic year, this policy will be reviewed and if necessary, revised in the light of any changes made locally and nationally.