Onslow Infant School

Physical Education Policy

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment

Policy Review

This Policy was adopted Summer 2024
The Policy will be reviewed in Summer 2027

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Rationale

A high quality physical education curriculum inspires all pupils to succeed and excel in physical activity and competitive sports. It should give every child, whatever their ability, an equal opportunity to be physically active, to develop their basic skills and physical competence and to encourage a healthy respect for exercise and fitness, underwritten by an enjoyment and love of sport and games. Physical Education provides the potential to build confidence and to help embed values such as fairness and respect.

Aims and objectives

- To develop competence to excel in a broad range of physical activities
- Encourage children to use their creativity and imagination in physical activity
- To teach children to be more skilful in the way they control their movements and develop coordination
- To develop habits leading to a healthy and active lifestyle and promote physical fitness
- To help children to understand how the body responds to activity
- To develop children's confidence in applying and adapting a range of skills in a variety of movement-based activities
- To contribute to children's social and emotional development. To promote self-confidence and self-esteem, developing qualities such as commitment, fairness, tolerance and a concern for others as well as individual success
- To engage in competitive sports and activities
- To be physically active for sustained periods of time
- To foster an enjoyment, and positive attitude to physical activity

Teaching and Learning

EYFS

The Early Years Foundation Stage Early Learning Goal for Physical Development states children at the expected level of development will negotiate space and obstacles safely, with consideration for themselves and others. They will demonstrate strength, balance and coordination when playing and move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Children will also develop their fine motor skills to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. They will use a range of small tools, including scissors, paintbrushes and cutlery and begin to show accuracy and care when drawing.

KS1

The National Curriculum programmes of study for physical education states that pupils should develop fundamental movement skills, become 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 against others) and co-operative physical activities, in a range of increasingly challenging situations. 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 school organises PE by providing a framework in which these areas are covered evenly throughout the year. The hall and outside spaces are timetabled so that each class has one teacher led session per week. KS1 also have an additional PE or fitness session per week. EYFS have daily access to an outside area that is set up to develop the children's fine and gross motor skills through play and exploration. All class teachers are responsible for PE within their own class.

Opportunities for physical activity may also be incorporated into lessons e.g. Brain Gym, Cosmic Kids Yoga, skipping and hula hooping, finger gym, Write Dance, Playdough Gym. EYFS also have weekly bikes and scooter sessions to develop gross motor skills and coordination.

Onslow Infant School is committed to high standards in PE by ensuring the following:

- Ensure adequate physical education time to deliver a broad and balanced programme
- Provide a quality range of physical opportunities both within and outside curriculum time
- Relevant training opportunities
- Promote positive attitudes towards active and healthy lifestyles
- Provide opportunities for pupils to be creative, competitive and face up to different challenges as individuals and in groups and teams
- Provide a programme accessible to all regardless of aptitude and ability level
- Ensure pupils are taught the safety aspects of PE and teachers and pupils are also safely and appropriately dressed
- Organise specific PE events
- Ensure PE is seen as an essential part of the curriculum

Curriculum planning and Enrichment

- Teachers are responsible for planning from the National Curriculum / Early Years Foundation Stage for their classes each term as part of their general planning. If schemes of work or external programmes are used, teachers must ensure that they are still covering the national curriculum content.
- Children are provided with opportunities to be physically active at playtimes and lunchtimes through structured and unstructured games.
- We have two running tracks to enable all classes to engage with additional fitness at a minimum of twice a week.
- The promotion of physical activity in out of school hours is promoted through Achievement Assembly, after school clubs, links with sports clubs and by taking part in the walking to school initiative via Living Streets Travel Tracker.
- Each year the school will enter teams to participate in out of school sports events wherever possible.
- Every year a sports day will take place in the summer term, which enables the children to take part in a variety of sports.

- Every 3 years our school has a healthy schools week where physical activity is celebrated and explored to an even greater level, so all children will experience this once during their time with us.
- Our playgrounds are designed to develop physical activity through trim trails, playground toys, sand pits, a pirate ship and large construction materials.
- PE is taught through cross curricular links wherever possible, for example:
    - PE contributes to the teaching of English in our school by encouraging children to describe what they have done, discuss how they might improve their performance and communicate with others when working as a team.
    - PE contributes to the teaching of personal, social, health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Health and Safety

In order to ensure the safety of pupils taking part in physical activity the following steps must be taken:

- All equipment is regularly checked by the PE coordinator and class teachers.
- Teachers cone off or explain a 'safe zone' for children to move within to minimise the risk of children injuring themselves on furniture in the hall e.g. pegs.
- Gymnastics apparatus is annually checked by an external Health and Safety organisation.
- There are sufficient qualified first aid trained staff in school.
- The 'Safe Practice: in Physical Education, School Sport and Physical Activity 2020' resource is used to inform planning and staff training alongside Surrey guidance.
- Any specialist sports coach or external provider will have an up to date CRB.
- All pupils should be appropriately dressed for physical activity: pupils should change into PE kit consisting of shorts and t-shirt.
- All jewellery must be removed and long hair tied back. Earrings cannot be covered by tape and must be removed on PE days.
- Functional movement and aesthetic movement sessions must be done in bare feet (cover verruca with a plaster to enable child to work barefoot). This will ensure clear aesthetic lines and give children strong physical contact with the floor and apparatus.
- Plimsolls or training shoes must be worn for outdoor games; footwear should be close fitting and fit for purpose.
- Jogging bottoms and jumpers can be worn outdoors in cold weather.
- Safe and effective exercise procedures are taught and adopted in all activity sessions within and outside school hours – this includes a warm up and cool down.
- All staff should be appropriately dressed for physical activity, active wear such as a t-shirt, jogging bottoms and trainers should be worn, and jewellery removed.

Pupils are taught:

- To respond to instruction immediately in a safe and controlled manner
- To work confidently and safely with regards for themselves and others at all times
- The importance of warming up and cooling down
- How to lift, carry, place and use all equipment safely according to their age

Inclusion

We enjoy teaching physical education to all children, whatever their ability. It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are differentiated and matched to the needs of children with SEND. Teachers will work with the Inclusion Leader to do this if they need extra support. Work in PE takes into account the targets set for individual children. Adaptations to resources or planning will be made to ensure all children can access the PE sessions.

All reasonable efforts will be made to ensure that all pupils are able to participate in PE sessions each week, for example:

- Spare, clean PE kit will be offered to pupils who have not brought one in from home. If families cannot afford kit, the school will provide it.
- Class teachers will make parents aware of PE days so that earrings can be removed before school. Where this doesn't happen, staff will ask parents at drop off to remove their child's earrings.

Assessment, Recording and Reporting

Teachers will informally assess pupils on a constant basis to inform planning and delivery of lessons. This information can be used to ensure that future planning and delivery is pitched at the correct level and that children are accessing appropriate teaching and learning. In EYFS the children's attainment in physical development is formally tracked termly. These records can ensure continuity and progression along with the teachers taking photographs of the children carrying out these PE activities. Assessment grids will be completed termly in KS1 and the information appears on the end of year report.

Training and Monitoring

Training is available to staff to ensure that standards of delivery are high. Staff can attend courses when appropriate and can work with the PE coordinator and, where appropriate, a specialist sports coach to influence teaching. The coordinator, the head and governors monitor the quality of teaching in PE regularly.

Resources

The facilities for the teaching of PE at Onslow include: an indoor hall (also used for whole school assemblies and lunch), an outdoor hard surface Multi Use Games Arena (MUGA) court, an outdoor playground and a grassed playing field. All resources are held centrally: gymnastics and games equipment in the PE cupboard. It is the class teacher's responsibility to ensure that equipment is stored correctly at the end of a lesson. Equipment is checked regularly and stock replenished through budget allocation, Sports Funding and free equipment for school sponsored by the supermarkets.

Role and responsibilities of the PE Coordinator

The role of the PE coordinator is to:

- Attend meetings and courses which will inform the future development of the subject and provide relevant training opportunities for staff
- Lead in policy development and implementation of schemes of work that ensure continuity and progression

- Support colleagues in planning, delivering and assessing the PE curriculum
- Assisting with record keeping and assessment of the subject
- Organise and order PE resources within an annual budget, maintain and replace equipment
- Monitor the quality of teaching within lessons through observations and drop ins