



Hatherley
INFANT SCHOOL

Physical Activity (including Physical Education) Policy

‘Learn and Grow Together’

Agreed: October 2019
Review: October 2021

Introduction

We at Hatherley Infant School believe that when Physical Education is experienced in a safe, supportive yet challenging environment, children develop personal, physical, social and creative skills where their self-esteem can flourish.

All pupils are given equal opportunities for participation, enjoyment and success; introducing them to the pleasures of physical activity and the importance of a healthy lifestyle.

Statement of intent

Hatherley Infant School is committed to increasing the participation rates, activity and fitness levels of the whole school community through the provision of a safe, supportive environment conducive to the promotion of physical activity.

Our Physical Education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities.

At Hatherley, we view Physical Education equally as important as all other subjects and pride ourselves on giving our children a range of opportunities to be physically active; ranging from our structured PE lessons, active playtimes, supervised lunch time games as well as extra-curricular activities.

Our Physical Education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Through this process, pupils discover their aptitudes, abilities and preferences, and how to make informed choices about physical activity throughout their lives.

Aims

Our aims are:

- To give every child the physical literacy, emotional and thinking skills to achieve in PE, sport and life.
- To include, challenge and support every child
- To develop and improve children's fundamental movement skills of agility, balance and co-ordination
- To develop children's understanding of the importance of a healthy lifestyle
- To establish an "active school" ethos and environment which will increase participation rates and activity levels
- To encourage children to develop personal qualities in physical activities and competitive situations such as commitment, fairness, playing to the rules and team spirit.
- To enable children to try new sports through a varied curriculum and extra-curricular activities on offer.
- To increase the children's ability to use what they have learnt and evaluate in order to improve the quality and control of their performance.
- To teach children to recognise and describe how their bodies feel during exercise.

Entitlement and Curriculum Provision

Early Years Foundation Stage:

In EYFS we encourage the physical development of our children as an integral part of their learning. Physical development in the Early Years is led by the objectives set in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We plan for opportunities for

children to develop their core strength through the delivery of balanceability programmes, the daily 'mile', yoga and 'tummy writing'. Gross motor skills are developed through the delivery of our whole school REAL PE scheme of work as well as by providing children with opportunities to move with control within the outdoor provision; children are encouraged to build their own balance pathways, obstacle courses, use large tools such as paint rollers and mops and to use the outdoor climbing equipment. Children's fine motor skills are then developed as they are encouraged to use a wide range of tools and equipment safely and with increasing control.

In addition, children in EYFS are taught to understand and describe how their bodies react to exercise and to understand the importance of healthy eating, drinking water and sleep.

Key Stage 1:

All pupils are entitled to a progressive and comprehensive physical education programme which covers the National Curriculum requirements. All children are entitled to a minimum of two hours per week which is split into two afternoon slots.

A curriculum overview has been carefully created in order to allow all KS1 children to develop their skills in gymnastics, yoga, and dance. These are taught in rotation throughout the year for one PE lesson. The second lesson of Physical Education each week is taught through the REAL PE programme, which focusses on developing six key abilities:

- Children's personal, social, physical, cognitive and creative skills as well as teaching the importance of health and fitness.

By teaching PE in this way, all children are given opportunities to improve their fundamental skills, make important decisions about their own learning as well as evaluate themselves and others in positive ways.

In Yoga children develop their mindfulness and thinking skills.

In Gymnastics children follow the Val Sabin programme which allows them to make progress in their ability to create and link movements together with increasing control.

In Dance we give children opportunities to be creative and to explore how their bodies can move in a range of ways. Dance is theme based and runs alongside children's learning in the classroom. Children develop skills which allow them to work on a dance to music over a period of time. Opportunities are also given to perform dances at local dance competitions.

Equalities and Inclusion:

Our P.E. curriculum fulfils the needs of all pupils. The REAL PE programme allows children to challenge themselves within their own capabilities as each session includes a skill which is set at three different challenge levels. Teachers are aware of and take into account all pupils with additional needs, addressing sensory, physical, cognitive, emotional or behavioural difficulties. Where appropriate, arrangements for an extra adult / specialist help may be sought. If a programme needs to be adapted then the teacher will do so in consultation with the subject leader and Inclusion Lead where appropriate. The emphasis is on

inclusion – sport for all. Where pupils show a specific talent in P.E. then further challenges may be provided and the class teacher may recommend after school clubs to the parents.

All pupils are able to participate in a multi-skills sports event at an off-site location each year and sports day is held within the school grounds. In addition, children with SEND or specific vulnerabilities are taken to an inclusive ‘Change 4 Life’ festival annually. We carry out a risk assessment prior to the activities to ensure that the event is safe and appropriate for all pupils.

Learning and Teaching

‘High quality’ P.E. lessons should contain the following elements:

- **Purpose:** Lessons should have clear learning objectives and learning outcomes which should be shared with the children at the beginning of each lesson.
- **Progression:** Children’s capabilities should be developed, with increasing demand made on the physical and mental processes. Building on previous learning is essential; so too is working to achieve successful outcomes through repetition, application and refinement of skills.
- **Pace:** Lessons should be appropriately paced depending on activity, with suitably challenging activities.
- **Coherence:** All teachers should reinforce previous understanding and learning and where possible should establish links between curriculum experiences.
- **Differentiation:** Achieved through using ‘layered’ skills and equipment that enable pupils to be challenged appropriately and which ensures good progress for all children.
- **Pupil’s responsibility:** In lessons children are encouraged to make decisions. They are given responsibility for equipment, group organisation, and, at times, their own learning, as to practise and repeat movements in order to improve efficiency and the quality of their performances.

Planning:

- Our curriculum **overview maps** out the areas of P.E. covered in each term during the year group.
- Our school uses the REAL PE programme which follows the objectives set in the National Curriculum whilst focussing on developing six key abilities:
 - children’s personal, social, physical, cognitive and creative skills as well as teaching the importance of health and fitness. These form the ‘**medium term**’ planning as each half term focusses on developing one of these areas of learning.
- Short term planning is followed through the REAL PE online learning platform called ‘Jasmine’. The platform includes colour coded videos of each new skill as well as music and challenges for each lesson.

Cross-curricular links:

English: P.E contributes to the teaching of literacy in our school by encouraging the children to describe what they have done and to discuss how they might improve their performance. Children may also play out a story using expressive dance movements and sequences.

Maths: P.E. uses positional and shape language and also counting games.

Music: P.E. allows the children to appreciate and respond creatively to different pieces of music.

PSHE/PINK Curriculum: Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development: P.E. supports the social development of our children through the way we expect them to work with each other during lessons. It allows them to develop respect for other children and encourages them to co-operate across a range of activities and experiences.

Assessment

In EYFS, children are assessed against the Physical Development Early Learning Goal.

In KS1, formal assessment in PE is currently being considered and developed. However, teachers currently encourage children to assess themselves on a termly basis following the review methods suggested in the REAL PE scheme. Teachers also report to parents in annual reports following observations with PE lessons on their ability to move with control and co-ordination and to learn and develop new skills taught.

Monitoring and Review

The monitoring of the standards of children's work and the quality of teaching in P.E. is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of P.E., being informed about current developments in the subject and providing a strategic lead and direction for the subject within school.

Resources

There are a wide range of resources to support the teaching of P.E. across the school. We keep most of our small games equipment in the school hall and this is accessible to children 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 work. By doing so, the children learn to handle equipment safely. The children also use the school playground for games activities.

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.

Routines within lessons:

- Before commencing a lesson all staff must conduct a risk assessment (a visual observation to assess any potential hazards or risks) ensuring the environment/equipment is safe to use. Whenever possible pupils should be included in this process in order to develop their knowledge and understanding of safe practice in PE and Sport.
- Any defects/risks identified must be reported to P.E. co-ordinator. Defective equipment should be removed immediately from use and clearly labelled 'Dangerous – Do not use'.
- Where the teaching space is also a dining area it is the responsibility of the catering staff to ensure that the floor is dry or, if wet, that the wet area is clearly marked.
- The safety of the children must be uppermost in the teacher's mind at all times. Staff must be familiar with the apparatus and the abilities of the children. Rules for lifting and carrying of all

apparatus are clearly laid out in the scheme of work. All teachers, coaches, pupils, etc must be familiar with them and follow them.

- Every PE lesson should include a warm-up and cool down that is tailored to the current fitness levels/needs of individuals in the group and the demands of the session. The importance of a thorough warm-up/cool down should be taught to all pupils.

P.E. Kit:

- T-shirt and shorts for indoor P.E.
- No footwear to be worn during dance and gymnastic activities
- They will need additional sweatshirt and tracksuit bottoms for outdoors P.E.
- Children must wear daps or trainers for outside games.
- Children participating in out of hour's clubs must change out of their whole school uniform and wear P.E. kits. All regular P.E. rules apply through clubs.

Jewellery and Hair:

- No jewellery is to be worn for any physical activity.
- There are some occasions where jewellery cannot be removed. Studs in newly pierced ears are a hazard during physical activity, but infection may result if they are removed. In these cases tape over the stud to protect the ear.
- Long hair must be tied back.

Teachers:

- Appropriate clothing and footwear for P.E. must be worn by class teacher at all times.
- Teachers are also encouraged to follow safe guidelines in regard to their jewellery.

Additional Curricular Activities

Break and lunch time: A range of resources e.g. balls, hoops, beanbags, scooters and bikes are for playtime and lunch time games. During lunch time the playground is 'zoned' and during the spring and summer terms 'Buddies' are encouraged to help lead and set up specific games. Zoning the playground into areas e.g. quiet play, ball games, football etc. encourages children to further develop their skills in a range of activity areas as well as make lunch times fully inclusive for all children.

After school clubs: The school provides a range of P.E. related activities for children at the end of the school day. Such activities include: football club, Zumba, dance, outdoor learning, boxercise and healthy cooking club. The clubs are open to all children in KS1. The school sends details of the current club activities to the parents at the beginning of each term.

Gloucestershire Healthy Living and Learning Programme

Physical Activity is one of four compulsory strands held within the Healthy Schools Programme. The school's PE Coordinator and PSHE/Citizenship (Healthy Schools) Coordinator work together to ensure physical activity provision is evidenced and fulfils the criteria required to maintain Healthy Schools status.