

# Race Leys Infant School

<b>POLICY TITLE</b>	<b>Physical Education (PE)</b>
<b>RESPONSIBLE COMMITTEE</b>	Curriculum and Standards
<b>RATIONALE</b>	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. These include dance, games, gymnastics at Foundation and Key Stage One. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus we enable the children to make informed choices about physical activity throughout their lives.
<b>PURPOSES</b>	<p>The objectives of teaching PE in our school are:</p> <ul style="list-style-type: none"> <li>• To enable children to develop and explore physical skills with increasing control and coordination;</li> <li>• To encourage children to work and play with others in a range of group situations;</li> <li>• To develop the way children perform skills, and apply rules and conventions, for different activities;</li> <li>• To show children how to improve the quality and control of their performance;</li> <li>• To teach children to recognise and describe how their bodies feel during exercise;</li> <li>• To develop the children’s enjoyment of physical activity through creativity and imagination;</li> <li>• To develop an understanding in children of how to succeed in a range of physical activities, and how to evaluate their own success.</li> </ul>
<b>GUIDELINES</b>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>• PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1 and in the Early Years Foundation Stage.</li> <li>• The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage.</li> <li>• We use a range of published schemes of work linked to the national curriculum as the basis for our skills development in particular ‘The PE Hub’. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.</li> <li>• We plan the PE activities 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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.</li> <li>• In the reception classes we encourage the physical literacy of our children as an integral part of their learning. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age in particular, moving and handling and health and self-care. We encourage the children to develop confidence, control of the way they move, and care in the handling of 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.</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the 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 learning ensuring the children learn to handle equipment safely. With agreement the children use Race Leys Junior School’s field for games activities alongside the two school playgrounds.</li> </ul> <p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>• Reception PE assessment is recorded in pupils’ Early Years Foundation Stage Profiles.</li> <li>• Our Key Stage 1 assessment is based on key skills. Teachers will update these after each unit of work and provide a copy to the subject leader to be filed in subject leader file.</li> <li>• The PE subject leader keeps photographic and video evidence of children’s work in a portfolio. This demonstrates what the expected level of achievement is in each area of PE activity in each year of the school.</li> </ul> <p><b>SEND, Differentiation and More Able Pupils</b></p> <ul style="list-style-type: none"> <li>• We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as a language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs and Disability; Non-Discrimination and Access; Gifted and</li> </ul>

Talented; English as an Additional Language (EAL).

- Where children are identified with special education needs (SEND) involving fine or gross motor difficulties the school would seek support from outside agencies on how best to support their progress, with the consent of parents or carers.
- We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example) we carry out a risk assessment prior to the activity in line with the LA guidance to ensure that the activity is safe and appropriate for all pupils.
- All staff need to be aware of children who have particular talents in PE and ensure they are added to the More Able Pupils' Register. The G&T co-ordinator will support class teachers in providing further challenge for these children.

**Equal Opportunities**

- Children should not be discriminated against in terms of gender and race. All children should have the opportunity to participate fully in PE lessons and activities.
- Non-Participation- pupils may only be excused from a lesson with a signed letter from the parent. Medical certificates must be provided to cover repeated requests. Pupils unable to actively participate should be involved through planning (assisting groups in decision making) and evaluating (observing and supporting) within the lesson allowing them to feed back to their peers.

**Health and Safety**

- It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area and all t-shirts must be tucked into shorts. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE. The policy of the governing body is that no earrings or potentially dangerous jewellery are to be worn for any physical activity. If the child has had their ears pierced they can join in with tape fitted for the first six weeks only, but once the initial six weeks have passed the earrings must be removed for all physical activity as detailed in the school prospectus. All children who have long hair must wear it tied back. Children wearing Kara bangles need to have them taped to arm.
- In the event of an emergency occurring (an injury or behavioural) two children are required to take the red triangle to the office. All teachers will ensure that when engaging in outdoor PE they carry a red triangle which identifies their location. We refer to the updated ALFP safe practice in PE guide for health and safety issues.
- In respect of children with type one diabetes blood sugar levels should be checked before PE unless the lesson follows lunchtime. In this instance it should be checked following PE.

**Extra Curricular Activities**

- The school provides a range of out of school activities that encourage children to further develop their skills. The school welcomes local sports clubs to provide opportunities for the children and sends details of current club activities to parents where appropriate (i.e. Coventry City football training and Midlands Gymnastic Academy). These opportunities foster a sense of team spirit and cooperation amongst our children. All providers must ensure the school admin team have seen and copied their insurance and DRB documentation.
- Children are encouraged to participate in physical activity during play-times and lunchtimes through the provision of a range of equipment, and safe playground areas which have innovative permanent markings. At lunch times this is facilitated by trained supervisors in promoting play-time activity.
- The school also promotes playground leadership in which year 2 children encourage appropriate play and equipment are facilitated by these leaders.

**The PE subject leader will:**

- Provide advice and assistance to all staff when requested, in order to implement the PE policy consistently throughout the school;
- Organize resources to support the school PE policy and scheme of work;
- Co-ordinate purchasing, organisation and distribution of resources;
- Arrange competitions, attend regular competitions
- Organise regular out of school activities / clubs
- Liaise with outside agencies / other schools where necessary;
- Monitor Policy and Scheme of Work.
- The PE subject leader works closely with other local cluster schools to maximise opportunities for sport and high quality teaching in PE in and out of school. The PE subject leader also takes an active role ensuring that Race Leys Infant School is represented at local sport initiatives and competition.

<p><b>FURTHER DETAILS CONTAINED IN DOCUMENTS</b></p>	<p>Teaching and Learning Policy Most Able Pupils Policy SEND Policy</p>	<p>Equal Opportunities Policy G&amp;T Policy / Register School prospectus</p>
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<p><b>DATE APPROVED</b></p>	<p><b>NEXT REVIEW DATE</b></p>
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**March 2022**

**March 2025**

**Kerryjayne Gurr**