



PARKLANDS INFANT AND NURSERY SCHOOL

PHYSICAL EDUCATION POLICY

Approved by the Governing Body of Parklands Infant & Nursery School

Date:

Signed: _____

K Merriman (Chair of Governors)



Parklands Infant and Nursery School **Physical Education Policy – 2024**

Section 1: Introduction to the Policy

Purpose

The purpose of this policy is to describe our practice in Physical Education and the principles upon which this is based.

Aims

This policy sets out to ensure consistency in the teaching and learning within Physical Education across the school. In Early Years, children develop their fine and gross motor skills through a wide range of Physical Development activities both indoor and out. Physical Education in Key Stage One ensures that pupils are provided with the opportunity to build upon skills and personal fitness and develop independence and confidence. Physical Education will enable the children to communicate verbally, practically and creatively. Children will also be encouraged to have a positive attitude towards exercise, health and well-being. The Physical Education curriculum will provide children with opportunities to take part in intra- and inter-school competitions, as well as bettering their own performance.

This policy supports our school mission statement of: "To establish a life-long love of learning within a caring environment, in which we encourage all children to fulfil their potential through enjoyable and enriching experiences".

It also supports our whole school ethos of developing the Parklands Person.



Consultation

The policy was put together by Suzanne Hobbs in consultation with teaching staff, pupils, parents/carers and school governors.

INTENT

It is our intent at Parklands Infant and Nursery School to teach children life skills that will positively impact on their future. Parklands Infant School believes that Physical Education, experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health.

PE at Parklands aims to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing in our children now and for their future. Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience, and have the determination to achieve your goals.

It is our duty to educate our children about the importance of physical activity and healthy lifestyle choices by providing children with the knowledge, understanding and the tools needed to make informed choices about healthy living.

We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in Physical Education and in developing life skills. We want to teach children how to co-operate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values. The curriculum will provide our children with the opportunity to express themselves physically, challenge themselves and others, experience different environments and activities, work together and release energy which, in turn, will help children to remain calm, regulate their emotions and lower anxiety levels. Research is very clear about the positive relationship between physical activity and improved mental health. Therefore, providing children with these learning experiences through our PE curriculum will have a positive impact on each child's own physical health, mental health and wellbeing and, as a result, should enable children to have a longer, more fulfilling and healthier life. It is our aim to enable all children, regardless of their ability, race or gender to be able to access and enjoy their PE lessons. All physical activity is fully inclusive, taking into account the protected characteristics. We will ensure that children experience Physical Education in a safe and secure environment and that activities planned stimulate and engage all children to participate fully in all lessons.

IMPLEMENTATION

As a school we follow the TLG-PE scheme which aims to improve the physical, social and mental health of children. Through this programme we are working towards the Government-set target of all children being active for 60 minutes a day. We have also subscribed to Jumpstart Johnny, an active movement programme which children participate in once or twice daily for up to 10 minutes.

Pupils at Parklands participate in twice-weekly high-quality PE and sporting activities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. The long-term plan, accessed through Teach Learn Grow PE, sets out units which are taught throughout the year and ensures that the National Curriculum requirements are fully met.

Skills across all areas of the Physical Education curriculum will be taught and revisited throughout each term to promote greater depth of understanding, developing skills, contextual application of these skills and the ability to perform reflectively. Children will spend sufficient time on each area of the curriculum as to secure the learning and enough depth to secure their understanding and develop their skills.

Physical Development is a Prime Area in the Foundation Stage Curriculum and children will have opportunities to be active and interactive, developing co-ordination, control and movement. They will develop their understanding of the importance of physical activity, the effects it has on their bodies and mind and how to make healthy choices. Children will access well-planned and stimulating learning activities, which will be a balance of adult-led and child-initiated.

We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events and festivals. This is an inclusive approach which endeavours to encourage not only physical development but also well-being. Our affiliation to Eresh School Sports Partnership (ESSP) provides such opportunities but also enables us to access CPD for all staff in a range of areas.

In addition to the above we have a lunch time playleader who is responsible for promoting and encouraging active movement through games and outdoor equipment, encouraging children to be more physically active in their lunch break.

IMPACT

Our curriculum aims to improve the wellbeing and fitness of all children at Parklands, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives. The impact of teaching and learning within PE is closely monitored through our PE scheme. We keep a track of assessment on our TLG platform for individual lessons and teachers can use this to support progression of skills for children who are on, above or below the expected level for their year group. Children are also tracked using our whole school platform on 'Insight' where children are also identified if they are underperforming.

Section 2: Procedures and Practice

Roles and Responsibilities

The Physical Education Lead is responsible for providing an overview of the subject across the school to inform staff planning and to offer advice in which the curriculum can be delivered in an effective and engaging way. They should have an up-to-date knowledge of the subject requirements and ensure that these are met across the school, as well as having an overview of assessment. They are responsible for ensuring that an overview of the subject is available on the school website. The Physical Education Lead also has a sound knowledge of the resources which are available within school and ensures that resources are replenished and updated as necessary. The Physical Education Lead is responsible for the planning and implementation of any subject-specific events which are run in school and also through the ESSP Partnership affiliation.

Individual teachers are responsible for the day-to-day planning, delivery and assessment of the Physical Education curriculum.

The governor for Physical Education is responsible for ensuring there is a good professional dialogue with the subject leader throughout the school year.

Practicalities

PE Kit

The schools will choose a PE kit which is practical, comfortable, appropriate to the activity involved and affordable.

During PE lessons, pupils are expected to wear the following:

- Black shorts or jogging bottoms
- White T-shirt
- Black pumps or trainers

During cold weather, pupils will be allowed to wear their school jumpers, or coats, as appropriate.

Staff members will lead by example by wearing appropriate clothing when teaching PE, such as trainers and joggers.

All potentially dangerous jewellery, such as earrings, will be removed before PE lessons. Jewellery which cannot be removed will be taped over.

Behaviour

Pupils will act in accordance with the school's Pupil Code of Conduct and Behaviour Policy at all times. Pupils will be made aware of the expected behaviour for handling PE equipment and resources. Pupils will be made aware of how misbehaving during PE lessons and using equipment in the incorrect manner can be dangerous. During PE lessons, pupils are expected to act in the same manner as any other lesson, showing respect to staff members and other pupils. Any pupils behaving in an inappropriate manner will be subject to disciplinary measures outlined in the Behaviour Policy. In the event of severe behaviour, such as purposely hurting another pupil, the offending pupil will be sent to the

headteacher. In the event of misbehaviour causing harm or serious disruption, the pupil's parents will be notified of the incident at the end of the school day.

Health and Safety

Staff and pupils will adhere to the Health and Safety Policy at all times. Pupils will be taught about physical-activity-related health and safety, as well as sport-specific safety, as part of the PE curriculum. Pupils are encouraged to consider their own safety, as well as the safety of others, at all times. First aid boxes will always be accessible during PE lessons. All staff members involved in the teaching of PE will undergo basic health and safety training as part of their induction. The PE Lead is responsible for reporting any concerns to the school's health and safety officer. In order to minimise risk during PE lessons, teachers will carry out informal risk assessments of every lesson planned. Where pupils will be attending an off-site sporting or PE-related event, the PE Lead is responsible for completing a risk assessment for the event. The PE Lead will check the conditions and appropriateness of PE resources on a termly basis, restocking equipment as required. Resources and equipment will be checked by staff members before use, with any faults or concerns reported to the PE Lead as soon as possible. All PE equipment and resources will be safely stored, within a secure storage area, within the school hall. Damage to PE equipment will be reported to the PE Lead as soon as possible and, where the damage could cause injury, the equipment is immediately taken out of use. Pupils will not have access to PE resources and sporting equipment unless appropriately supervised. Pupils will be taught how to handle PE equipment and resources safely. Pupils will help staff members to move and set up PE equipment where this can be done safely.

Section 3: Aspects

How SMSC aspects of learning are integrated in the PE curriculum

We will ensure that these aspects and values are integrated into and fostered through the children's education in Physical Education at Parklands.

Spiritual Education

Spiritual education involves pupils developing a variety of skills, e.g. performing a sequence in gymnastics, which allows the students to express their feelings and emotions as well as learning what they can do with their bodies. This happens at Parklands through a well-balanced PE curriculum where pupils are able to explore many activities in Games, Gymnastics and Dance. Pupils also have the opportunity to try out many different roles within PE such as leader or coach and evaluator.

Moral Education

Moral education in PE concerns pupils having the opportunity to understand how PE can influence their healthy living and lifestyle. PE teaches children about the advantages of a healthy lifestyle through exercise, health related fitness and healthy eating. Pupils are also able to understand the rules of activities and the reasons why they need to abide by them and understand what fair play is.

Social Education

Social education involves students having the opportunity to work as a team, as well as reflect on feelings of determination and enjoyment. Pupils can try out the

roles of a coach or leader to develop their social skills in co-operation, communication, negotiation and team work. Pupils also develop and use these skills through peer assessment.

Cultural Education

Cultural education in PE means pupils may have the opportunity to learn dances from different traditions and cultures, including their own as well as understanding that as they get older, there will be more differences between male and female roles within sport. Through events such as The Olympics and Rugby and Football World Cups, pupils may learn about the origins of a certain sport and also the countries around the world that excel at each sport.

How British Values are integrated in the PE curriculum

Democracy

In PE lessons, all children are given equal opportunities and treated fairly regardless of race, gender or ability. Fairness is of great importance when choosing children to participate in after school clubs, festivals and competitions outside of the PE curriculum.

Individual Liberty

There are many opportunities within PE lessons and other sporting activities for children to make choices and exercise their personal freedom. Boundaries are set clearly and reinforced consistently to ensure activities are carried out in a safe environment. Children have opportunities to make choices in their learning, when choosing which level of challenge to attempt and also selecting their own equipment with which to complete tasks. Children are encouraged to take risks and challenge themselves in a safe, controlled environment.

Rule of Law

In PE the promotion of the concept of "fair play", following and developing rules, celebrating and rewarding success, accepting defeat and participating in activities that promote cooperation with others and inclusion for all form an integral part of the PE curriculum.

Mutual Respect and Tolerance of Different Faiths and Beliefs

Through PE lessons and participation in festivals and competitions, children are taught to respect each other, and adults, and to base their behaviour on the 'Parklands Person' principles. They learn that everyone is different but everyone is equally important. We help children to develop their awareness of people's differences and similarities, and to value the rich diversity of the human race. Through PE and Sport activities, children are supported to develop the language to express their views, emotions and feelings so that they are able to negotiate with their peers and resolve any disagreements peacefully.

Planning

Early Years Foundation Stage:

There are two stages of planning the curriculum:

Long Term Planning

The curriculum in the EYFS is organised through agreed termly themes over the period of the academic year. The Early Years outcomes, the school's EYFS long term plan and the PE scheme of work is used as guidance.

Short Term/Weekly Planning

In EYFS, the children have a formal PE session each week, where they start developing the core skills required. They also take part in informal physical activity through their outdoor provision and any outdoor learning.

Physical activities are divided into two sub-categories within the EYFS: Gross Motor skills and Fine Motor Skills. These are woven into continuous provision and planned Gross and Fine motor skills are planned for each week.

Key Stage One:

All Physical Education lessons are planned using the TLG PE scheme. This scheme provides everything teachers need to plan and deliver high quality lessons while developing specific skills.

Teaching and Learning

Following the introduction of this policy, all teachers will ensure coverage of the National Curriculum for Physical Education and the Early Learning Goals for Physical Development. All children in Key Stage One will have a minimum of two hours of Physical Education each week and the opportunity to compete against other children at least once in each academic year. Teachers will plan lessons using the TLG-PE scheme of work which provides coverage of all curriculum expectations.

Children are taught Physical Education in class groups. All lessons will consist of a warm up, skills teaching, skill development and a cool down. Children will understand the need for a warm up and cool down and will be able to talk about why they need to exercise and what happens to their body when they do.

Our PE display within school also promotes the themes, skills and knowledge each year group are developing each term and our ESSP affiliation events are also promoted and celebrated within this display helping to raise the profile of PE within school.

Year Group Overview

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	<ul style="list-style-type: none">• Fine and Gross Motor CP• Dough Disco• Climbing Apparatus (outdoor CP)	<ul style="list-style-type: none">• Fine and Gross Motor CP• Dough Disco• Climbing Apparatus (outdoor CP)	<ul style="list-style-type: none">• Hall – floor work/travelling across apparatus• Intervention Dough Disco for school readiness	<ul style="list-style-type: none">• Equipment handling skills – hoops, bean bags, throwing, tennis balls	<ul style="list-style-type: none">• Revisit apparatus – introduction to sequencing• Sports Day	<ul style="list-style-type: none">• Team Games with equipment skills.
FS2	<ul style="list-style-type: none">• Fine and Gross Motor CP	<ul style="list-style-type: none">• My Body• Dance - Diwali	<ul style="list-style-type: none">• Movement to Music Unit	<ul style="list-style-type: none">• Object Control Unit	<ul style="list-style-type: none">• Competition Unit	<ul style="list-style-type: none">• Gymnastics –

	<ul style="list-style-type: none"> • Squiggle. • Dough • Disco • Playground Games 				<ul style="list-style-type: none"> • Sports day races 	Apparatus unit
Y1	<ul style="list-style-type: none"> • Throwing/ Catching 	<ul style="list-style-type: none"> • Sending/ Receiving • Dance - Christmas 	<ul style="list-style-type: none"> • Attacking/ Defending • Dance - Superhero 	<ul style="list-style-type: none"> • Games – Net and Wall • Gymnastics 1 – Travel and Shapes 	<ul style="list-style-type: none"> • Games – Striking/ Fielding • Gymnastics 2 – Balances and Jumps 	<ul style="list-style-type: none"> • Athletics • Throwing /Catching
Y2	<ul style="list-style-type: none"> • Throwing/ Catching 	<ul style="list-style-type: none"> • Sending/ Receiving • Dance - Fairytales 	<ul style="list-style-type: none"> • Attacking/ Defending • Dance - Animals 	<ul style="list-style-type: none"> • Games – Net and Wall • Gymnastics 1 – Travel and Shapes 	<ul style="list-style-type: none"> • Games – Striking/ Fielding • Gymnastics 2 – Balances and Jumps 	<ul style="list-style-type: none"> • Athletics • OAA

Organisation

Physical Education lessons, which often require the use of the hall, are timetabled so teachers have the same slots each week. Physical Education should be taught outside when the weather and the topic allows.

Physical Development in EYFS is offered as part of the continuous provision so activities to develop fine and gross motor skills are encouraged. Children in EYFS also have timetabled hall slots to take part in more structured Physical Development lessons.

Assessment

Teachers make termly assessment of children's performance in PE. This is recorded on the Foundation subjects assessment on Insight Tracker and also through the PE scheme platform TLG PE. This is analysed by the Physical Education Lead in order to monitor the performance and progress of all pupils in relation to the end of year and Key Stage expectations.

EYFS

In EYFS, assessment is by continuous observation, listening, watching and interacting with the children. Learning is recorded using Tapestry online journals and observations. Throughout the Early Years Foundation Stage progress is tracked against the Focus Progression Document, working towards the Early Learning Goals. Each child's experience of the world is different, so the role of the adult is to recognise the need for sensitive intervention to extend and support their learning appropriately. To encourage self-evaluation and critical appreciation children are given opportunities to reflect and talk about their physical skills, challenges and what they have learnt and discovered in the process.

Key Stage One

Physical Education is assessed by class teachers against the statements of the Physical Education National Curriculum using the TLG-PE Assessment Tool. Assessment should be a continuous and integral part of P.E. teaching. This is achieved through a variety of techniques:

- Observing children during lessons and their performances

- Listening to children as they discuss their task or when evaluating their own and others work
- Talking to children as they are carrying out their tasks and asking questions
- Looking at video or ICT materials of the children
- Reflecting on information contained in pupils' records

Monitoring

All Physical Education monitoring will be carried out by the subject leader, sometimes in conjunction with experts from TLG-PE. It will cover a variety of areas of which staff will be informed prior to the monitoring. The subject leader will monitor through observation of lessons, planning scrutiny, pupil interviews and analysis of assessment/progress. CPD will be provided by TLG-PE as identified through monitoring. The subject leader will conduct a yearly audit of staff views of PE, identifying any needs for staff CPD. Data will be analysed at the end of each term, with attention focused on all groups of learners.

Child Protection and Safeguarding

Safeguarding pupils is the responsibility of every member of staff in school and in line with the school's Child Protection and Safeguarding Policy. Every adult should have a deep awareness and understanding of safeguarding procedures imperative to the safety and wellbeing of pupils, and it is vital that all staff members understand the different types of abuse that may present in PE lessons from behaviour, peer-on-peer abuse and children getting changed. All staff should ensure that at all times they are vigilant, and any concerns reported to the DSLs.

SEND in Physical Education

In accordance with the Special Needs and Disabilities Policy, children with special educational needs are included in all lessons. Wherever practicable, provision will be made for pupils with special educational needs, where it affects their ability to take part in PE lessons. They may have sensory difficulties, physical difficulties, cognitive limitations, and/or emotional and behavioural disorders. It is the responsibility of the Class Teacher to ensure that any special equipment for a lesson is available to such children. If teachers need any special equipment they must bring this to the attention of the PE Leader and the SENDCo. Modifications will be made in consultation with support staff and physiotherapists. It is important to concentrate on pupils' abilities and needs, not on their disabilities. At times it may be appropriate to have the help of a Learning Support Assistant or Teaching Assistant to assist with the management of a particular child during PE. Pupils of low ability will receive constant reassurance and patience to help improve their confidence.

Parent Partnership

Parents are involved with Physical Education whenever possible with events such as Sports Day and events themed around the Olympics or Commonwealth Games. Parents are kept informed about events through class Dojo and are encouraged to share any sporting achievements of children out of school. The Physical Education page on the website also informs parents and provides them with an overview of how the subject is taught and delivered.

Section 4: Conclusion

Monitoring and Review

The governor with responsibility for Physical Education is primarily responsible for monitoring the implementation of this policy. This will be through ongoing discussion with the subject leader and consideration of the evidence gathered in the subject file. The governor will report on this to the curriculum committee. The work of the subject leader is also subject to review by the headteacher as part of our performance management arrangements.

Other Documents and Appendices

The Physical Education policy should be read in conjunction with our policies for curriculum, teaching and learning, assessment, physical activity, the EYFS, child protection and safeguarding and the apparatus handling policy. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Workplace (Health, Safety and Welfare) Regulations 1992
- The Management of Health and Safety at Work Regulations 1999
- Health and Safety at Work etc. Act 1974
- DfE (2013) 'Physical education programmes of study – key stages 1 and 2'
- DfE (2013) 'National curriculum in England: PE programmes of study'
- DfE (2021) 'Statutory framework for the early years foundation stage'

Governor Approval and Review Dates

The policy is to be reviewed annually.

Governor Approval Date: October 2024

Review Date: