



Physical Education Policy

Introduction

Butler's Hill Infant and Nursery school aims to offer all children the opportunity to take part in physical education regardless of race, gender or special needs. We recognise the subject as being a vital contribution to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. The opportunities we provide in Physical Education allow our children to develop their physical competence as well their enjoyment of physical activity.

Our Aims

- To teach children the fundamentals of movement to develop their control and co-ordination, supporting fine and gross motor skills.
- To cater for the different abilities, strengths, needs and preferences of each child by using differentiated activities and equipment.
- To promote the importance of leading a healthy and active lifestyle
- To develop the children's knowledge of the body and its' movement.
- To teach children the positive effects of exercise on the body and how this can help promote healthy bodies and minds.
- To provide opportunities to participate in a range of physical activities, encouraging children to extend their interests in sport.
- To allow children to demonstrate our school values through physical education such as respect, fairness, encouragement and co-operation.
- To develop children's confidence in applying and adapting a range of skills in a variety of settings.
- To contribute to children's social and emotional development and well being.
- To promote each child's self confidence and self-esteem.

P.E curriculum

National Curriculum

Key Stage 1: Pupils should develop fundamental movement skills, become increasingly competent and confident, and access a broad range of opportunities to extend their agility, balance and co-ordination, 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 coordination, and being able 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.

Early Years Foundation Stage ELC

By the end of the Early Years pupils should be taught to:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
- Be confident to try new activities and show independence.
- Show resilience and perseverance in the face of a challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing.
- Work and play cooperatively and take turns with others.

Teaching and Learning

Planning

At Butler's Hill, we use the Complete PE scheme and subject skills ladder to ensure all long term and medium term planning is progressive and inclusive of all EYFS and National Curriculum requirements. Lesson plans ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas. This also allows us to track pupils within the skills of each year group, allow us to target and identify those who are falling behind. All teaching staff, including Teaching Assistants are required to teach P.E and this is monitored to ensure high quality is happened across the school and key stages. Planning is detailed and often has images, videos, specific equipment, pathway cards, flashcards and technical explanations attached to ensure that specific skills and vocabulary is being taught effectively.

In the foundation stage, staff plan well to ensure that their outdoor provision allows children to learn and develop new skills which match the physical development areas and also build upon specific P.E lessons or events in school. Pupils in F2 have one formal lesson of P.E each week which are again carefully planned through Complete PE, following the same planning and teaching formats as KSI. Pupils are taught gymnastics, multiskills and dance, which is taught by a dance coach. Pupils also

have opportunities to take part in various sporting activities throughout the year including cultural dances, yoga, boccia, judo etc.

Pupils in KSI are taught 2 formal P.E lessons per week, including both indoor and outdoor provision. The long term planning ensures that all pupils are taught multiskills/games, dance and gymnastics for equal lengths of time. Currently, all pupils in KSI are taught a full term of dance by an expert coach from Premier Sports. The planning and teaching follows a similar format and is progressive from beginning to end. Additionally, pupils in Y2 also receive 7 weeks of swimming lessons taught by NCC school swimming services. Pupils gain so much from these sessions and historically all pupils have demonstrated fantastic progress.

Assessment, Recording and Reporting

Formative teacher assessment should be completed during and after each session through an informal reflection. This is to ensure that the session objectives have been met, assessment of skills has been noted and any changes to planning amended which will provide an ongoing informal picture of each child's development. At the end of each unit teachers should use the Complete PE assessment tracking system to see if the children have met the required targets. Staff may use observation notes, photographs and videos as evidence to support their assessment. These should be stored for a limited period of time on the school server (Staffroom). Staff should be made aware to revisit any previously taught units to ensure that pupils have still secured these areas by the end of the year.

Assessments will be regularly monitored by the P.E subject lead to ensure that careful monitoring is being completed of each pupil, year group and area of P.E.

Opportunities & Cross Curricular Links

Additional to the above provision, all pupils at Butler's Hill have opportunities to be active for a minimum of 30 minutes per day, which according to the DfE is the recommended time for pupils. This is extended to 60 physical minutes for the hours out of school. Therefore pupils are encouraged to be active out of P.E curriculum time and staff plan in opportunities for pupils through handwriting (dough disco), active warm ups for English and Maths, music sessions, brain breaks as well as active playtimes and lunchtimes. Opportunities for children to apply skills learnt in their lessons are available at playtimes. Each day in the 'active zone' a member of staff leads an activity e.g hockey skills, basketball, competitive skipping etc. This is also extended to lunchtimes with the element of 'play leaders' who are there to select equipment.

We encourage the extension of the active 30 minutes to 60 minutes by encouraging afterschool clubs and opportunities to provide new experiences and sporting memories for all pupils.

Differentiation & Inclusion

As all children have differing needs, abilities and interests, it is necessary to develop differentiated tasks so that all children are appropriately challenged to achieve successful outcomes. Children's self-confidence in their P.E. abilities is crucial, and

teachers must be sensitive to the range of demands made. Differentiation is achieved through support, modelling, task, input, extension, outcomes and resources. Staff may use a variety of adapted equipment to support those with SEND and/or those identified as falling behind and this can be found in a labelled box in the P.E store in the hall. Pupils who are identified can also be supported by additional adults or assigned to an intervention group which takes place during our specific coaching day.

We recognise that some pupils in our school benefit from more regular physical activity to support overall physical, emotional, mental and social wellbeing, therefore those pupils with SEND and/or those who access our sensory room, are able to have a dedicated hall session for daily physical development for 30 minutes each day. These pupils also benefit from a sensory swimming session on a weekly basis and a 30 minute session with the premier coach.

Equal opportunities

At Butler's Hill, all our children have the opportunity to take part in physical education sessions regardless of race, sex, culture or ability. The school arranges for our T.A. to support children with particular physical needs.

P.E. lessons should aim to provide quality experiences that challenge children and every child is encouraged to develop to their fullest potential.

Safety

Safe practice is of paramount importance in Physical Education and should be given the highest priority, when planning P.E. activities. To ensure this the following document should be referred to by all teachers.

- Safe Practice in Physical Education (2000/2001) – BAALPE. This document is located in the AV room. The school takes all reasonable steps to ensure the safety of the premises and equipment. The P.E. safety code for all staff is displayed in the hall.
- Risk assessments should be taken into consideration by staff, and safety aspects should be considered with the children, prior to the task. Children should be taught the need for safety and develop their own abilities to assess risks.
- First aid equipment is available in the hall and should also be taken out on the playground for outdoor sessions. All staff should know what to do and who to call for assistance in the event of an incident. In the event of an injury first aid and school procedures should be followed, including filling out the accident book / scholar pack and informing parents/carers. Inhalers for children suffering from asthma must be readily accessible.
- Regular checks should be made on all equipment. The co-ordinator should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the co-ordinator when any items need replacing or repairing. All large items of P.E. equipment are inspected annually by a safety officer under

contract.

- Children should be taught how to move and use apparatus safely under the supervision of a teacher or responsible adult and children should be made aware of safe practice when participating in any P.E. activity.
- All sessions should include a warmup and cool down. A warm-up prepares the body for action, enhances performance, helps prevent injury and provides a controlled start to the lesson. A cool down involves slowing the pace of activity in readiness to stop. Low impact activities and larger stretches help to prevent muscle soreness after exercise. By being aware of safe practice, both the teacher and the child can avoid possible injury.

Storage of P.E. equipment

P.E. equipment is stored in the hall P.E store and the paper store (in the hall). Larger equipment, for example the apparatus is stored in the hall itself. The F2 equipment is stored in the shed in the F2 playground. It is the responsibility of all staff to ensure equipment is stored and put away safely. There is also access to extra resources in the sheds on the playground. Responsibility for inspecting equipment has been outlined in the safety section of this policy.

P.E Kit

- Children should have a plain white t-shirt with plain black shorts/joggers/leggings. Children will work in bare feet for all indoor and apparatus work and plimsolls or trainers are worn for outdoor games. Long hair should be tied back and headbands should be removed
- Earrings must be removed before participating in PE lessons (including swimming). If a child is not able to remove their own earrings parents should do so before school on a PE day. If there are exceptional circumstances micropore tape is available in school.

Staff Development

Each class teacher will take responsibility for accessing planning, teaching and assessing the PE curriculum for their class. It is intended that all staff will take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. It is further intended that staff should be comfortable and competent in the area of activity being taught. Where additional support is required this will be provided by either the subject leader, specialist sports coaches or

outside providers through INSET. All staff who attend CPD courses will provide feedback and disseminate information/learning.

Natalia McIntyre

P.E Co-ordinator

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