

Buttsbury Infant School



Together we grow

Aspiration, Respect, Resilience, Kindness

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E11 PE Policy

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Signed	Ann Robinson (Executive Head)

Purpose of Study

A high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims of PE

The National Curriculum for PE aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

Curriculum Intent

At Buttsbury Infant School the intent of our Physical Education curriculum is to develop co-ordination, strength, stamina and sport specific skills. In our PE curriculum we aim to increase children's fine and gross motor skills and give children the opportunity to learn different rules and tactics. We believe that our PE curriculum will contribute to a positive sense of well-being, a greater understanding of health and fitness, a healthy lifestyle and a feeling of self-confidence.

Curriculum Implementation

We encourage a healthy growth mindset by promoting social skills including good manners, resilience, perseverance, self-awareness, consideration and cooperation. The curriculum supports children to become fantastic role models and the very best versions of themselves.

Units of learning are blocked, well sequenced and build on previous learning. Lessons ensure that progress is achieved through small steps, allowing children to develop their subject knowledge, consolidate skills and apply their learning. Strands in Physical Education include: acquiring and developing skills, applying skills and using tactics, evaluating and improving performance.

At Buttsbury Infant school, Physical Education lessons may include:

- Warm up- understanding why these are important to our bodies
- Stretching- dynamic and static
- Skills Progression focus- variations of drills
- Application of skill to a game or routine (dance and gymnastics) scenario
- Cool down- focusing on stretching and regulating breathing
- Evaluation- positive evaluation for groupwork
- Subject knowledge development- correct use of sporting terminology
- Teacher/ Coach models
- Pupil experts
- Opportunities of mastery for all
- Range of equipment- adapted to suit individual needs
- All learners kept active throughout the lesson

Curriculum Impact

Children will develop a love for PE and a range of sports. PE will meet the physical, social and emotional needs of all pupils, allowing all children to succeed and achieve mastery regardless of their ability. Pupils will be able to evaluate performance and skill development of themselves and their peers.

PE engagement and participation levels are high across the school in lessons and in extra-curricular clubs resulting in a greater sense of well-being, understanding of health and fitness and an increased feeling of self-confidence.

As a result of our Physical Education curriculum, children are equipped with the necessary knowledge and skills for the next stage of their education at junior school.

Early Years Foundation Stage (EYFS)

During the Early Years Foundation Stage, PE is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through play movement. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

PE in relation to the National Curriculum

The curriculum is organised to ensure that experience of PE is developed through activities that bring together requirements from the Key Stage 1 programme of study.

Children are 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

Planning of PE

PE planning is based on the National Curriculum and the Get Set 4 PE Schemes of Work and is aligned with the PE framework published by the DfE.

Relationships with other subjects

Children are given opportunities, where appropriate, to develop and apply their skills capability in their study of PE - particularly for listening, team work, agility, balance and co-ordination. Wherever possible, links are made to other subject areas,

Links with literacy:

Examples of PE activities and tasks which support the development of *Literacy*:

PE contributes to the teaching of speaking and listening in our school by encouraging children to describe what they have done and discuss how they might improve their performance (linking to the school's marking policy, WWW and EBI principles)

Links with maths:

Examples of PE activities and tasks which support the development of *Maths*:

- Counting – keeping scores and collecting the correct amount of equipment for an activity
- Time – timing activities

Inclusion:

We ensure that all pupils, including those with special educational needs and able, gifted and talented, are provided with appropriate support in their physical development. All pupils, irrespective of gender, ability, race and social circumstance are supported in their physical development. Adaptations to activities or equipment should be made to ensure that all pupils can participate in activities to the best of their ability.

Assessment and Recording

Assessment in PE is through observations by teachers and teaching assistants. Children are also supported to evaluate their own and others' physical skills in order to develop next steps in learning. In Early Years Foundation Stage children's physical development is assessed against the DfE Development Matters Framework. In Key Stage 1 assessment is against the National Curriculum.

Children's progress is measured against descriptions in the Early Learning Goals and the National Curriculum.

Role of the PE Subject Leader

The PE subject leader will:

- Monitor policy and teaching and learning in PE

- Provide assistance to all staff when requested, in order to implement the PE policy consistently throughout the school
- Organise resources to support the school PE policy and teachings
- Co-ordinate purchasing, organisation and distribution of resources
- Arrange in-service support
- Liaise with outside agencies, other schools and colleagues