

PURSTON INFANT SCHOOL

Physical Education Policy

Physical education involves pupils in the continuous process of planning, performing and evaluating and the aim of Purston Infant School is to ensure that these requirements are taught through all areas of activity and so follow all the guidelines laid down in the National Curriculum Document. The early years are working from the Early Learning Goals.

1. Aims

The aims of physical education at Purston Infant School are as follows:

- a) support and contribute to the philosophy of the school;
- b) encourage positive pupil attitudes and co-operative work;
- c) develop communicative, interpersonal, planning and organisational skills through structured problem solving tasks;
- d) educate pupils with regard to health, relaxation, hygiene, fitness and help pupils to appreciate and monitor fitness;
- e) develop a working knowledge of safe practice and encourage responsible attitudes to safety of self and others;
- f) plan for the development of co-ordination and the acquisition of a range of motor skills and promote opportunities for their application in a wide range of activities;
- g) help pupils to apply knowledge, skills and concepts in a wide range of planned physical activities;
- h) enable pupils to appreciate skill and competence in movement as a participant and spectator through observation and analysis and help pupils to apply appropriate criteria for assessing effectiveness and efficiency in performance;
- i) develop pupils' ability to plan and compose movement sequences and express their ideas in a wide range of activities;
- j) to place P.E in the context of well being and healthy lifestyles

2. Staffing

Every class teacher is responsible for all PE lessons for their class. Every teacher is a fully qualified teacher and therefore trained to teach PE to the children in school. Teaching assistants are involved in PE lessons to support children during the lesson and to deal with toileting and any incidents which occur.

Team games, is taught throughout school from when children enter Upper Foundation stage until they leave year 2. These sessions are planned and delivered by Luke Bailey who

is a qualified Sports coach; he is supported by the class Teaching Assistant. Each year group has 1 team games session per week.

3. Facilities

- A well maintained large hall with wooden floor.
- Hard play area, adequate and marked for playtime games.
- Large grass area.
- Tyre park.
- Foundation Stage – hard surface playground marked for playtime games and grass area. Trim trail and climbing frame with slide

4. Resources

- ◆ The hall is fitted with portable and fixed apparatus.
- Indoor and outdoor games equipment is in good condition.
- A high-quality music centre, CD player, and a good range of musical instruments are available for dance.
- Various sports and games cards which include Fitbods, Top Dance, Youth Sport Trust Active Play. FA Development Programme, Aegon Out of School Hours Tennis Tool Kit, Guidelines for teaching Dance, Games and Gymnastics

5. Maintenance of Equipment

The large apparatus has a maintenance check once a year. It is also checked every time it is used by every member of staff before the start of the lesson and at the end of the lesson. Small games apparatus is checked regularly by the P.E coordinator and replaced when necessary.

6. Resourcing of Equipment

Purston Infant School seeks to ensure that adequate resources are available to implement this policy effectively. All members of staff have opportunities, in staff meetings, to request replacement or new equipment if they feel it is necessary and this is usually provided.

7. Teaching and Learning

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

At Purston Infant School we recognise there are children of differing physical ability. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump
- grouping children by ability and setting different tasks for each group, e.g. different games
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

8. Planning

P.E is a foundation subject and planning for PE is taken from the National Curriculum. As required we teach games, gymnastics and dance at Key Stage 1. We plan P.E activities so that they build upon 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 planned progression built into the scheme of work so that children are challenged as they move through school. In the Foundation Stage planning for P.E is taken from the area of Physical Development within the Early Years Foundation Stage curriculum 2012.

9. Assessment and Recording

Teachers and Teaching Assistants assess children during PE lessons through observation. They record the progress made by children against the learning objectives for their lesson, taken from the National Curriculum. At the end of each unit of work teachers make a judgement.

10. The Foundation Stage

We encourage the Physical Development of our children in Foundation Stage as an integral part of their work. We relate the physical development of the children to the objectives set out in the Development Matters which underpin the curriculum planning for children age three to five years of age. We encourage children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all the children opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

11. Differentiation and Special Educational Needs

In order to accommodate all ranges of ability and SEN children, certain strategies are used in PE lessons. Statemented children are supported by their ESA during PE lessons where appropriate.

- kinder equipment, e.g. larger ball
- role change, e.g. allow ball to bounce
- reduce task demand, e.g. make target larger
- re-arrange grouping of children
- manipulate number of participants, e.g. 5 v 4
- teacher joins in to help, e.g. work alongside
- simplify task or game to ensure success for all children
- planning appropriate time to allow for satisfactory completion of task

Pupils with a disability, whether intellectual, emotional or physical, will not be disadvantaged if opportunities for learning are varied during lessons. Children with severe physical disability may require support from time to time but are capable of remarkable achievements in PE.

12. Outstanding achievement

Pupils who have shown outstanding achievement during their PE lessons have been recommended to other agencies, for example:

Featherstone Sports Centre – gymnastics classes
Featherstone Mill Pond Rugby Ground – Rugby training
Dance schools

13. Safety

At Purston Infant School we are very safety conscious and the whole staff try to encourage pupils to become responsible for their own safety and that of others. We show how to lift, carry, support and set down apparatus and equipment. Safety lifting techniques are shown and the children are made aware that their back might be damaged unless:

- knees are bent and feet are apart to ensure that thighs take the strain
- the body is kept close to the apparatus to be lifted or lowered in order to avoid strain to the middle back
- the lift is made with a straight back

We insist the children respond quickly to instructions communicated by voice or whistle. We instill care and concentration in pupils when working with apparatus. We try and provide a working area which allows children to move freely. We try to help children control speed when near obstacles and people. We encourage them to be aware of their own body space and move freely in different environments.

Children must not wear jewellery for a PE lesson. Parents are reminded that earrings must be removed at home for children to take part in PE lessons. Staff are not allowed to remove children's earrings. If children are unable to remove earrings (due to recently being pierced) they must tape them. Micropore is recommended however staff are not allowed to assist with putting on micropore. Please see attached Appendix IV of the Health and Safety Policy Document.

14. Cross Curricular Issues

• Health Related Fitness

Children are encouraged to take further exercise out of school and children who have achieved success in their chosen activity are also encouraged to bring any certificates or awards into school where they are able to share their success with the rest of the school in Achievement Assemblies, e.g. swimming awards, BAGA gymnastics awards, rugby trophies, etc.

- **Personal Hygiene**

Children are required to wear pumps for PE and it is important that before any PE lessons the floor is swept with the dry mop. The children are able to sweep the floor and the dust is swept aside for the caretaker to remove at the end of the day.

The school asks that children and staff wear appropriate clothes for PE both indoors and outdoors. The PE kit is as follows:

Boys

Black/navy shorts
White t-shirt
Pumps/Trainers - Outdoor
Jogging bottoms/hooded top

Girls

Black/Navy leotard/black/navy shorts
Jogging bottom/
White t-shirt
Pumps/Trainers – Outdoor

- **Gender**

Physical Education at Purston Infant School offers equal opportunities for boys and girls to engage in a wide range of movement skills associated with games, athletics, gymnastics and dance. Boys and girls work together in all areas of PE as they both need to work vigorously to develop both strength and stamina. They both need to gain body awareness and control and develop sensitivity to others.

Young children happily choose to work in boy and girl partnerships, but as they get older when partner work is required often boys and girls work with their own gender. Teachers are aware of this and do encourage mixed partner and group work.

Boys and girls are given equal opportunities to join in extra curricular activities.

- **Personal, Social and Health Education (PSHE) and citizenship**

PE contributes to the teaching of personal, social and health education and citizenship. 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**

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

- **Multiculture**

Purston Infant School does have children from different cultures and religions and the school is very sympathetic to any demands or problems arising from cultural differences.

The wearing of certain artefacts is important in some religions and these items have a religious significance. It is important that teachers recognise artefacts and if they cannot be removed they are fully taped during the PE lessons.

15. Provision of sports activities outside the curriculum

Morning playtime – PE box equipped with apparatus suitable for playtime

Lunchtime provision – PE box equipped with apparatus suitable for playtime

Rounder's/cricket/ small PE apparatus (summer) – lunchtime supervisors organise these games

Ring games - lunchtime supervisors organise these games

Featherstone Rovers Rugby League Club also comes into school throughout the year involving all children in club initiatives such as Rovers on the Road.

After school clubs also offer physical activities including zumba and football/sports/multi skills/dodge ball/team games. Luke Bailey provides multi-sports after school club.

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