



Walter Infant School and Nursery

PHYSICAL EDUCATION POLICY

DOCUMENT HISTORY

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Walter Infant School and Nursery PE Mission Statement

At Walter Infant School and Nursery we recognise the role that physical education plays in the development of an enjoyable and fulfilling healthy lifestyle. Our aim at Walter is to use a high-quality PE Programme of Study (PoS) that fulfils the curriculum and promotes the desire to succeed in our children whether it be competitive sport or any other physically demanding activity. A healthy body promotes a healthy mind, which has a positive impact on our children's learning across the curriculum.

We know the importance of building confidence and physical competence in children. Therefore we strive to provide opportunities for children to compete in sport and a variety of activities in order to embed our values of kindness, honesty, respect, resilience and empathy. We do this by:

- Providing high quality opportunities and outcomes for all
- Promoting active participation and competition
- Reinforcing good sportsmanship and fairness
- Showing that making mistakes is necessary for learning
- Raising achievement and supporting excellence

Our PE curriculum seeks to build motor competence, discipline, self-esteem, healthy participation, teamwork and leadership skills, which will enable each child to be the best they can be.

Introduction

Our PE policy establishes common codes of practice for staff and pupils and common administrative procedures. It also ensures that statutory and local requirements are followed and other national guidelines, such as codes of practice are considered.

Aspects of this document, for example policy regarding acceptable clothing, footwear and jewelry are set out on our website and in newsletters so that parents know exactly what is required.

Our application of the standards in this policy aim to:

- Provide children with reasonable challenges with acceptable risks.
- Promote independent skills and learning so that they may be applied later in life.
- Make use of equipment for the purpose of which it was intended.
- Promote thinking ahead and being prepared for physical activity.
- Identify any areas of improvement for both the children and staff in terms of practice and health and safety.

Key Stage 1 Curriculum

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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 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.

Curriculum Aims

1. To develop physical competence to excel in a wide range of physical activities, including competitive sports.
2. To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
3. To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
4. For pupils to be active for sustained periods of time and to develop an understanding of the positive effects of the exercise on the body.
5. To develop the ability to work independently and respond appropriately and sympathetically to others.
6. To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

The PE Curriculum

Intent

At Walter Infant School and Nursery, our PE curriculum will provide a broad base of learning opportunities for movement knowledge, individual athletic skills, and teamwork skills for cooperative and competitive situations. Children will be encouraged to appreciate the importance of having a healthy body and begin to understand the factors that affect health and well-being.

The PE curriculum is inclusive and provides every student with equal access to it, regardless of age, gender, cultural, or ethnic background. All classes have 2 hours of PE per week divided between two sessions and we strive to include as much cross-curricular content as possible.

Implementation

In the **EYFS stage**, practitioners should:

- Plan activities that offer appropriate physical challenges and provide sufficient space, indoors and outdoors, to set up relevant activities
- Give sufficient time for children to use a range of equipment and whenever possible teach half the class in each session
- Provide resources that can be used in a variety of ways or to support specific skills
- Introduce the language of movement to children, alongside their actions
- Provide time and opportunities for children with physical disabilities or motor impairments to develop their physical skills, working as necessary with physiotherapists and occupational therapists
- Use additional adult help, if necessary, to support individuals and to encourage increased independence in physical activities.

Children also have a variety of opportunities to enhance their fine and gross motor skills through various activities as part of the continuous provision within our EYFS groups.

During **Key Stage 1**, pupils should be taught knowledge skills and understanding through dance, gymnastics and games activities. This is achieved through a program of study that offers lessons and activities/exercises to meet the needs of children of all abilities.

In Year 1 children further develop their fine and gross motor skills through a variety of sports and movement-based lessons and activities. This includes ball skills, parachute games, dancing, multi-skills and tennis.

In Year 2 children learn to extend their physical abilities and teamwork skills through parachute games, dodgeball (ball skills), dancing, gymnastics, cricket skills and athletics.

At Walter Infant School and Nursery, we believe that good practice is safe practice. All PE lessons are prepared and structured around safe learning situations.

We decide on what we want children to learn and plan on how that learning is to take place in a safe environment. All PE staff and class teachers teach PE not just to develop and maintain their skills and understanding of the subject, but also because they know the needs of their children. Plans and other useful PE resources are stored on the Shared Drive. The use of visual aids when necessary and IT equipment is encouraged to enhance learning.

Each lesson should include a warm-up and cool down relevant to the main activity and learning environment/conditions. All pupils should be physically active for sustained periods of time in every lesson. Progressively they should learn about the components and how to perform warm up and cool down exercises paying attention to the principles of safe exercise practice.

High quality PE lessons should include challenges for pupils, which involve developing:

- A sense of accomplishment/achievement
- The desire to learn something new and confidence to continue trying new things
- Physical and mental well-being
- A feeling of independence
- Wanting to perform well and with imagination and flair

At Walter Infant School, we also have a P.E. and Sport Premium fund which allows us to hire a professional coach, and his team, to work alongside our teachers to ensure sustainable improvements to the quality of P.E. and Sport at Walter Infant School.

Intended Impact

It is our intention that all our children will enjoy the aspects of their PE lessons and develop an understanding of how important it is to be active and fit. Our children recognise the changes that happen to their bodies as they exercise and can talk about the benefits of exercise and sporting activities.

Our children will take pleasure and benefit from developing competent gross and fine motor skills and be provided with additional support if they find some physical skills difficult to grasp or have mobility complexities that can be challenging.

Our children will enjoy taking part in team games and physical activities: they will always try their best and understand the values of resilience, empathy, honesty, respect, and kindness when taking part in sporting events, clubs and lessons.

Our vulnerable children will have access to extra-curricular activities through school funding so that they can also benefit from the additional opportunities provided by the school.

Assessment

While there is not a formal assessment process in PE during the school year, teachers are encouraged to use informal and dynamic assessment methods to capture learning within the units taught, i.e. videos, lesson plans, pictures, etc. Video recordings and short clips can be uploaded to the staff shared drive and saved into the shared PE folder which has been sorted into year groups, named with the unit of work. These can be very useful for other class teachers to see and can also be used for moderation purposes.

These assessment methods can be used to check for student knowledge, understanding, and skill levels. They can also be kept as sampled evidence and can

be helpful in moderating teacher's judgements. Evidence recorded in these ways will be stored on the staff shared drive.

Clothing, Footwear and Personal Effects

1. Clothing for children

All children should have a clearly named PE kit that they will wear on the allocated days for their class PE sessions. PE uniforms and Our PE kits consist of:

- (a) Summer indoor – Dark shorts and white tee-shirt are to be worn. PE is conducted in bare feet (no long trousers as they make slipping and tripping more likely).
- (b) Summer outdoor – Dark shorts and a tee-shirt combined with trainers or plimsolls.
- (c) Winter indoor – Shorts or joggers can be worn with a tee-shirt and jumper (as a minimum). Outer layers can be removed to stay cool when in the hall. PE will be conducted in bare feet.
- (d) Winter outdoor – Joggers are to be worn with a tee-shirt and jumper combined with trainers or plimsolls.
- (e) Foundation stage PE – The children do not change for PE but they should remove jumpers as well as shoes and socks if any sessions are conducted in the hall.

2. Clothing for Teachers – Teachers will wear suitable and appropriate clothing and footwear when teaching PE lessons, i.e. tracksuits, shorts and tee-shirts, leggings and jumpers, trainers or plimsolls. These can be worn all day.

3. Hair and Jewellery

- Children with long hair must have it tied back for **all** PE lessons.
- Earrings should either be removed (if the child can do that independently) or covered with micro pore tape during **all** PE lessons (parents need to provide the tape).
- Watches, necklaces, bracelets, rings, etc. must be removed before **all** PE lessons.

4. Teachers will ensure that:

- All children are appropriately dressed for all PE sessions.
- There is sufficient spare PE kit available so that children who forget it can still take part.
- They have spare soft hair ties available to tie up long hair if a child has not already done so.
- They have spare micro pore tape to cover earrings if a child forgets theirs.
- They approach and talk to parents if their children are not suitably equipped for PE to ensure the parents know what the expectations of the school are.

- The use of Walter's PP grant will be considered if any of our PPG children are not suitably equipped for PE.

Equipment

1. Managing equipment

Children are taught to know how many people are needed to carry and place specific items of equipment and how to carry them correctly. All equipment should be visually checked prior to use to ensure safety, correct assembly, and that they are not damaged or faulty. Children and staff should be aware of the procedure for reporting any damaged or faulty equipment. Damaged or faulty equipment will be removed from the area until repaired and deemed fit for use. Condemned equipment will be removed and disposed of.

2. Mats/Gymnastics Equipment

Mats are designed to absorb impact when landing on the feet so they should be placed as suitable landing areas for children around the base of equipment being used. They also provide a suitable cushioned area for floor work (e.g. rolling, jumping).

Mats should never be used to protect against predictable outcomes of poor skill like anticipating children falling while suspended from a horizontal ladder or other apparatus.

Any gymnastics equipment should be used in a reasonable way provided it applies to the skills being taught. Equipment used for additional or extra-curricular purposes should be handled by a qualified practitioner who knows how to use it properly.

3. Storage of PE Equipment

All staff should be aware of where PE equipment is stored. It is the responsibility of staff to ensure that the equipment is replaced neatly in order to minimize the potential for tripping. This is also to allow for the safe accessibility, transport, and placement of the equipment being used.

Benches – If the holding racks are full, benches are to be stored on the ground at one level and not stacked, as this is a falling hazard which can harm any staff or children should they be knocked off or slip off.

Behaviour Management

Noise: Children must be quiet during lessons so that all instructions can be heard and responded to immediately. This is paramount in case of an injury or fire drill that may take place during the lesson. This allows the children to practise empathy towards classes and individuals that may be working close by.

Safety: Behaviour expectations should be made very clear to the children at the start of every lesson, stressing the importance of health and safety.

Inclusion

All children are entitled to access a full programme of PE whenever possible. To ensure all children enjoy safe and suitable participation, and to demonstrate optimum inclusion as appropriate, we try to gain as much knowledge of the specific learning difficulty, disability, medical condition or emotional/behavioural disorder and understand how the individual's condition affects their ability to participate.

First Aid

All staff know the appropriate procedure for first aid situations. Beyond that, appointed persons will be responsible for planning first aid arrangements for events like off-site trips and on-site sporting events. It is considered good practice by the school to have at least one trained staff member on any trips who can take control of first aid arrangements when taking part in physical activities off-site.

First aid kits will be inspected on a regular basis to ensure they contain the appropriate supplies.

Digital Technology

At Walter Infant School all staff are clear about when and who can photograph the children and how images might be used to promote the school using online media and display boards in school. We include relevant details on school admission forms and on our website to inform parents that digital imagery is used in education to support learning, and reassure them that it will only be used in specific circumstances about which they will be advised.

We ask parents to provide written consent on one occasion to cover the time the children is at school and we keep parents and children informed of events where photographs may be taken or videos made. A list of children who are not permitted to have their photo taken or to be filmed is made available to staff for reference.

Extra-Curricular and PE Support Opportunities

Healthy competition is a vital part of extra-curricular activities. Fair play, tolerance, leadership and other values are taught through it. We strive to provide a diverse and quality assured programme with links, where possible, to local opportunities.

Information on our PE and sports funding programme run by Jack Dillon and his team of professional coaches can be found on the school website under the "About Us" tab labelled "Sports Premium Funding".

Staff Training and Support

Opportunities are taken by relevant PE staff at Walter Infant School to attend continued professional development (CPD), as and where appropriate, to ensure confidence and competence to deliver high quality PE. Brief summaries of learning

points are provided to all staff. The subject leader collates the information and evidence on the effective use of CPD. All staff are briefed on safe practice and know where to find the PE policy.

Risk assessments can be found on the staff shared drive under 2018 Risk Assessments. They are done any time a situation is deemed to have a risk of unsafe practice or equipment which can result in harm to both children and staff. Results may be communicated, when appropriate, to all staff during staff meetings.