

Halfway Nursery Infant School



PE Policy

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Signed (Headteacher)	
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HALFWAY NURSERY INFANT SCHOOL

Physical Activity and Physical Education Policy

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

The national curriculum for physical education aims to ensure that all 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.
- 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.
- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
- The Physical Activity and Physical Education Policy is intended to complement and support the following school policies:
 - Inclusion
 - SEN
 - PSHE / RSHE
 - Health and Safety

OBJECTIVES

- A designated member of staff (PE Co-ordinator) will lead physical activity development.
- Maintain a high profile for physical activity in all aspects of school life.
- Provide appropriate ongoing training for all staff, including teaching and non-teaching staff.
- Encourage all pupils to participate in physical activity during play-times.
- Provide links to other aspects of health, for example, by promoting healthy eating and providing access to water.
- Ensure that all pupils have access to a minimum of 2 hours curriculum time high quality PE and sport each week, along with further opportunities to take part in out of school clubs.
- Offer a broad and balanced active curriculum which is inclusive to all pupils.

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.

THE PHYSICAL ACTIVITY CO-ORDINATOR

- To support and guide the practice of staff members.
- To ensure coverage, progression and continuity in planning, teaching and learning.
- To monitor, assess and evaluate.
- To update documentation.
- To provide parents/carers with Physical Activity information.
- To produce action plan and manage the Sports Premium funding effectively.

- To ensure staff are aware of different ways to keep children active for 30 minutes each day.
- To regularly monitor, adapt and update the PE curriculum when necessary.
- The PE Co-ordinator will also be the designated Physical Activity Co-ordinator, working in conjunction with all relevant subject leaders who together will have responsibility for leading all broader aspects of physical activity, with strong support from the head teacher.

RAISING THE PHYSICAL ACTIVITY PROFILE

- The school advertises opportunities for all pupils and staff to participate in school and community activity and celebrates success.
- Active lessons and movement breaks during the school day.
- Regularly celebrate achievement and promote activity in assemblies.
- Annual health day or week.
- Promote participation in Physical Activity schemes, both in and out of school, which allows all pupils the opportunity to succeed.

PLAYTIME ACTIVITY

- Make a range of equipment available to all pupils during play-time periods.
- Ensure that lunch-time supervisors are able to promote and support play-time activity.
- Develop appropriate and safe playground areas, which have innovative permanent markings, which encourage and facilitate activity to all pupils.

CURRICULUM

- Ensure that all pupils receive 2 hours curriculum time of physical education each week.
- Children will experience a developmental programme of Physical Education, which includes the elements required to achieve success in EYFS and Key Stage 1 assessments.
- Physical education sessions will contain elements required by the National Curriculum, taught through a range of activities including, Games, Dance, Gymnastics and Athletics.
- SLT to oversee the PE curriculum delivered throughout the school.
- Provide ongoing monitoring of PE lessons, in order to ensure that high quality outcomes are achieved.
- Children's progress will be reported to parents through the end of year report.
- Ensure that all PE lessons are structured to include a warm-up and cool-down.
- Promote physical activity and health related exercise within other lessons – e.g. The effect of exercise on the body, anatomy and physiology, in science.
- Provide an annual programme of intra school activities for all pupils, including a sports day and a health day or week.
- Provide opportunities for children to participate at all ages in festivals and competitions with other schools.
- **Outdoor and Adventurous** - Although this is seen to be addressed mainly by visits; e.g. on residential weeks, it must also be taught in Key Stage 1. This can be achieved through simple orientation games and, especially in summer, should include maximum use of the school's extensive grounds.

WEATHER CONDITIONS

Our PE lessons take place in our school hall or outside. When extreme weather disrupts this, lessons might not be able to take place outside. At Halfway Nursery Infant School, we strive to ensure children are not held back from their learning due to weather conditions.

Staff will make a decision as to the suitability of the weather conditions and the facilities to continue learning. This decision will be solely a matter for the School and will take into account safety and risk factors relative to the individual circumstances.

Definition of Extreme Weather

On occasions, extremes in weather conditions may affect Physical Education and Games lessons. Potential extremes in weather conditions may include the following

- High Temperatures (Above 32 Degrees)
- Low Temperatures (Below 0 Degrees)
- Thunder and Lightning
- Torrential Rain and Flooding
- Snow, Hail or Frozen Ground - Wind

SLT and teachers will use their professional judgement to make a decision on whether a lesson should continue as normal, be relocated to a different area in the school, abandoned or shortened.

Teachers will follow the Get Set 4 PE 'Classroom PE' lessons when lessons need to be taught inside the classroom. They will also plan activities based on Mental Health and Mindfulness and include sessions such as yoga, balance, breathing and relaxation techniques.

ASSESSMENT AND RECORDING

Physical Education sessions are planned using the Get Set 4 PE scheme and uploaded to Tapestry.

Assessment will be carried out according to the requirements of the National Curriculum. The end of Key Stage statements for Assessment at Key Stages 1 include the following statements of attainment:

KEY STAGE 1

Children must be able 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

EQUAL OPPORTUNITIES

The Educational Reform Act gives children entitlement to all areas of the National Curriculum, including P. E. Sanctions should therefore not be used which would affect a child's participation in P.E. However, if a child's behaviour or action is considered by the teacher to be a danger to either themselves or others then, for reasons of safety, that child will be withdrawn. The child, where possible, should continue to observe the lesson. Each child will have the opportunity to fulfil their own potential. A wide range of extra - curricular activities exist to extend and develop specific skills and this may include selection for school team events. Written or verbal permission will be obtained from parents or guardians for such occasions.

INCLUSION

- No pupil will be excluded from physical education session unless they are medically unfit.
- Children will be challenged and lessons will provide opportunities for good quality experiences.
- For children with limited physical skills, expectations will take into account the needs of the child. Class teachers will plan and adapt lessons where necessary.

HEALTH AND SAFETY

- All accidents must be reported, treated appropriately, recorded and communicated to the parents (all classroom assistants, mid-day supervisors and other responsible adults working in school must too be aware of these)
- For serious accidents the situation needs to be made safe for all the children in the class.
- Staff must identify hazards which can cause potential harm, and assess the likely-hood of these
- Staff must implement appropriate measures and ensure they are effective
- Staff will ensure that all equipment is safe and suitable for children's use
- All pupils will be shown how to lift, carry and store equipment safely
- Staff will know about any medical conditions in the class and how to control/treat them
- Pupils will be encouraged to discuss and understand safety implications regarding themselves and others
- Children should work at a noise level where they can hear the teacher, most individual work will be carried out in silence
- When stopping a lesson, teachers need to give time for children to climb down safely from apparatus
- Children must be supervised at all times
- If, for any reason, a child is unable to take part in any part of the lesson, the parent/guardian must provide a letter. The child should accompany the class to the lesson – and not be left unsupervised.
- Children should put on P.E kit – a plain t-shirt and shorts. Trousers to be worn outside in colder weather.
- All jewellery should be removed. Children with pierced ears should not wear earrings to school on P.E. days.
- Earrings must be removed by the child and NOT taped over. In the event of a child having newly pierced ears within term time, the parents must provide micro tape for the child to use.
- Long hair should be tied back. No headbands should be worn, unless they are made of soft material.
- For outdoor activities children should wear appropriate sports shoes.

EXTRA-CURRICULAR ACTIVITIES

- Provide a diverse weekly programme of out of school hour's activity clubs throughout the year which suits the needs of all pupils. This should be developed in consultation with pupils.
- Provide a programme which offers an equal balance of competitive and non-competitive activities.
- Make provision to enable that every pupil has the possibility of attending one activity through the year.
- Competitions against other schools through the Points Learning Networks and other local schools.

SCHOOLS SPORTS PARTNERSHIP AND COMMUNITY LINKS

- Ensure that the school regularly participates local competitions events which promote physical activity.

- Involvement with the Points Learning Network.
- Involvement with Westfield School.
- Ensure that the school employs a range of auxiliary qualified and experienced coaching staff and implements quality assurance.
- Ensure that the SLT takes responsibility for strong local community club links (club coaches visit school/pupils attend club taster days/clubs)
- Liaison with the local school's sports coordinator.

Monitoring and Review

The Headteacher, with the support of the PE coordinator, will ensure this policy is implemented consistently throughout the school using strategies such as discussion with teachers, pupils and parents/carers, sampling pupils' records and reports and sampling teachers' planning.

Subject co-coordinators are responsible for the monitoring of assessments for their curriculum area.