

Herne Bay Infant School and Seashells Nursery Physical Education Policy



Prepared:

Date: March 2021

Review:

Date: March 2021

Physical Education Policy

Aims and Objectives

Physical Education (PE) is an important part of pupils learning and education. Physical Education develops pupils' physical competence and confidence, in order to perform a range of activities. It promotes physical skilfulness and knowledge of the body in action. PE provides opportunities for pupils to be creative, competitive and face up to activities as individuals, in groups and/or in teams. PE also promotes positive attitudes towards physical activity and healthy lifestyles.

The aims of Physical Education within the National Curriculum are:

- Develop the competence to excel in a broad range of activities.
- To enable children to be physically active for sustained periods of time.
- Engaging children in competitive sports and activities.
- Encouraging healthy and active lifestyles.

Teaching and Learning

In **Early Years** pupils will develop the basic fundamental skills of agility, balance and co-ordination.

Through Physical Education they will be taught:

- Yoga
- Balance
- Write Dance
- Travelling and climbing
- Throwing and catching
- Using movement as a form of expression
- Healthy eating and Lifestyles
- Orientation blocks
- Multi-skills
- Gymnastics
- Team games

Balance ability is also used to teach pupils the balance and co-ordination skills to ride a bike.

At Key Stage 1 pupils will continue to develop fundamental movement skills. They will become increasingly competent and confident: access a broad range of activities to extend their agility, balance and co-ordination, both individually and with others. They will be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations.

At **Key stage 1** pupils will be taught to:

- Master basic movements including running, jumping, throwing and catching.
- Develop 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.

| PE Curriculum Map 2020/21 | | | | | | |
|---------------------------|---|---|---|---|---|---|
| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Nursery | | | | | | |
| Core PE Curriculum | Yoga | Travelling and climbing Write dance-large mark making | Balancing Large apparatus Yoga and relaxation | Throwing and catching Small apparatus Healthy eating songs and games | Movement as a form of expression Running games | God practices – exercise, eating, sleeping and hygiene Fitness week – daily fitness challenges Sports day – working as a team |
| Extended curriculum | Balanceability | | | | | |
| Year R | | | | | | |
| | Orientation unit Dressing and undressing, spatial awareness and key vocabulary | Multi-skills through A, B, C development (Agility, Balance and Co-ordination) | Gymnastics Basic shapes, balance and movement patterns. | Tag Rugby Learning basic handling principles and techniques. | Athletics Agility, Speed and Power. | Multi-Skills Introducing Tennis Sports day – working as a team. |
| Extended curriculum | Daily Mile, Write Dance, Yoga, Aerobic Sessions, Wake and Shake | | | | | |
| Culture and Ethos | Balanceability | | | | | |
| Year 1 | | | | | | |
| | Tag Rugby Unit 1 learning basic handling principles and techniques. | Multi-skills through A, B, C development (Agility, Balance and Co-ordination) | Gymnastics Balance, Beams and Jumps. | Rapid Fire Cricket Unit 1 Learning basic principles and techniques of fielding and batting. | Athletics Agility, speed and power. | Tennis Unit 1 Learning basic racket skills and techniques. |
| Extended Curriculum | Daily Mile, Write Dance, Yoga, Aerobic Sessions, Wake and Shake | | | | | |

| | | | | | | |
|---------------------|---|--|--|--|-------------------------------------|--|
| Culture and Ethos | Swimming Confidence Sessions | | | | | |
| Year 2 | | | | | | |
| | Tag Rugby | Gymnastics Working on small apparatus, developing movement patterns and individual routines. | Multi-Skills through A, B, C development (Agility, balance and co-ordination). | Rapid Fire Cricket Unit 2 Developing and understanding the movements required. | Athletics Agility, speed and power. | Tennis Unit 2 Developing and understanding the movements required. |
| Extended Curriculum | Daily Mile, Write Dance, Yoga, Aerobic Sessions, Wake and Shake | | | | | |
| Culture and Ethos | Swimming Confidence Sessions | | | | | |

Entitlement

The physical education curriculum will promote equal opportunities for all. It will allow equal access, value the contribution of children, and encourage and guide the children to maximise their potential regardless of the economic situation of their family or by their gender, race, ethnic group or disability.

Every child is entitled to 2 hours of quality physical education per week. To maximise the opportunity for this to happen, each class has been allocated 2 hours each week taught indoor or outdoor depending on the weather. Where possible where places need to be changed due to inclement weather, the learning objective will be maintained. However, when this is not possible similar objectives which can be met will be taught in its place.

Differentiation and equal opportunities

Provision is made for children who have differing levels of physical experience and confidence. Every pupil then has regular access to activities, allowing them to develop new physical skills. Activities are modified or extended to meet the needs of particular pupils. Children's abilities and need should be emphasised. Activities can be adjusted to allow access for pupils experiencing difficulty. Ultimately our primary aim of differentiation in PE is to ensure that every pupil should be motivated to enjoy and succeed in each unit of work.

Links with other areas of the Curriculum

As well as making its own distinctive contribution to the school curriculum, PE contributes to the wider aim of Primary Education. Throughout our PE curriculum there are regular opportunities for linking learning to other curriculum areas and staff will draw attention to them when they arise.

Health and Safety

As a school we endeavour to determine the health and safety risks involved in our teaching and learning. For instance, teachers will always determine the following points before delivering each PE session:

- Are the pupil wearing footwear and clothing that are safe and help their learning?
- Has all jewellery been removed, including earrings, hair tied back and loose clothing tucked in?
- Is the space safe and clear enough to work in?
- Are the pupils aware of others in the class when they are moving and working?
- Have all the pupils warmed up and cooled down properly?
- Is the equipment the right size and weight for the pupils?
- Has apparatus been positioned safely?
- Are their enough mats and have they been placed in the intended areas?
- Do the pupils know the rules and what they are supposed to do?

Covid Measures

Here at Herne Bay Infants School and Seashells Nursery we are fully adhering to Government guidance. All aspects and activities associated with PE can be taught, with children kept in consistent groups and the equipment used thoroughly cleaned between different classes. PE sessions can be undertaken both outside and indoors maximising natural ventilation through opening of doors and windows.

PE Kit

For all PE lessons, children must be wearing a suitable PE kit, which is as follows:

- Indoors: white t-shirt, blue shorts, plimsoles
- Outdoors: white t-shirt, blue shorts or jogging bottoms, suitable footwear for playground games i.e. trainers and socks or plimsoles.

All jewellery including earrings must be removed by the child and cannot be worn during the lesson.

Clothing should be kept in a named drawstring bag and must be kept in school all week, available for all PE lessons. Any child not taking part in a PE lesson will be asked to analyse and evaluate the performances of the other children within the PE lesson, compare to the skill that is being taught. This enables them to take part in the underlying theory of the lesson.

Sports Premium Summary

Physical Education (PE) is an important part of pupils learning and education. It provides opportunities for pupils to be creative and competitive in groups and/ in teams, whilst promoting positive attitudes towards PE and healthy lifestyles.

At Herne Bay Infant School and Seashells Nursery, 2 hours per week are dedicated to Physical Education to each class, as well as other opportunities to take part in sports and PE, both during and outside school hours. Our extended curriculum cover activities such as Yoga, Mindfulness and Balanceability.

We continue to invest the Sports Premium in a variety of ways. Our goal is to encourage all our pupils to enjoy taking part in a range of activities, both indoor and out. We actively promote Skills4Life such as gardening, cycling and swimming supporting pupils to make active lifestyle choices as they grow up.

On its website, the government provides the following advice for how to spend the Sports Premium Funding

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sports they offer.

This means that you should use the premium to:

- Develop or add to the PE sports activities that your school already offers.
- Make improvements now that will benefit pupils joining the school in future years.

For example you can use your funding to:

- Hire qualified sports coaches to work with teachers
- Provide existing staff with training or resources to help them teach PE and sport more effectively
- Introduce new sports or activities and encourage more pupils to take up sport
- Support and involve the least active children by running or extending sports clubs, holiday clubs and Change for Life clubs
- Run sports competitions
- Increase pupils participation in the School Games
- Run sports activities with other schools

You should not use your funding to:

- Employ coaches or specialist teachers to cover Planning Preparation and Assessment (PPA) arrangements- these should come out of your core staffing budgets.
- Teach the minimum requirements of the National Curriculum- including those specified for swimming (or, in the case of Academies and Free Schools, to teach your existing PE Curriculum).