

Hallcroft Infant & Nursery School



PE Policy
January 2020

Introduction

Developing an understanding of the importance of a healthy lifestyle is of great importance in today's society. The government provide specialist funding to allow schools to promote sports, fitness and healthy living amongst children. At Hallcroft we use this funding to support the delivery of our PE curriculum and to help our pupils become healthier such as our running track which all full time children use daily and healthy cookery lessons.

Through our PE curriculum our children will 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 will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Aims

The national curriculum for physical education 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.

Through this Key Stage 1 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.

In addition to the National Curriculum requirements at Hallcroft we aim to give our children the opportunity to learn to swim and be safe in water, and as such we offer swimming as part of our Year 2 PE curriculum.

Intent

We will fulfil our aims through a carefully planned curriculum which enables the children to explore and develop their skills through multi-disciplinary sports:

<u>Curriculum Needs</u>	<u>Sporting Activities</u>
master basic movements including running, jumping, throwing and catching, as well as developing balance,	Multi-skills, Fitness, Athletics,

agility and co-ordination, and begin to apply these in a range of activities	Gymnastics
participate in team games, developing simple tactics for attacking and defending	Invasion games, Tag Rugby, Rounders, Cricket, Tennis
Perform dances using simple movement patterns.	Dance, rhythmic gymnastics,

Implementation

Foundation Stage

In the Foundation Stage our children develop their skills physically in our continuous provision in the environment. For instance in our outdoor areas they develop their skills on the climbing frame, or using equipment such as bikes, balancing equipment, balls and many more. The children in the Foundation Stage also have more formal PE sessions weekly where new skills are taught and developed.

PE is taught in Nursery and Reception through the EYFS Development Matters Curriculum in a cross curricular approach. Relevant areas include;

Moving and Handling: Physical development

Communication and Language: Understanding, Speaking and Listening

Expressive Arts and Design: Exploring and Using Media and Materials, Being Imaginative

Characteristics of Effective Learning: Playing and Exploring, Active Learning, Creating and Thinking Critically support children's learning across all areas.

Key Stage 1

PE is taught according to the requirements of the National Curriculum programmes of study. Children will learn to

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dance using simple movement patterns,
- Swim competently, confidently and proficiently, use a range of strokes effectively

The curriculum is delivered by class teachers and specialist coaches who work alongside teachers, and in lessons lead by specialist coaches employed by school.

Specific details of what is taught and when are outlined in the Subject Knowledge Plans, with detailed expectations of content written in the Knowledge Organisers for each half term. The Knowledge Organisers also identify key vocabulary.

Resources

Resources to support learning in PE are being developed and stored electronically on the school server. Visits and specialist coaches who come into school are used to enhance PE learning where appropriate.

Equal Opportunities

All children regardless of gender, age, creed, ethnicity, (or any other protected characteristic) aptitude or ability have equal access to the range of activities and experiences offered in PE.

Special Needs

All children will have access to all areas of the PE Curriculum. Children with SEND will be given differentiated tasks, according to their individual needs and abilities.

How to help at home

- Every half term the school website is updated with current Knowledge Organisers relating to the learning for that half term, enabling parents to support learning at home.
- We offer a wide range of free after school sports clubs throughout the year for all full time children, if you would like your child to participate please sign up at the office.
- If you would like to know about sports clubs in the local area please ask for information.

Assessment and Recording

- Each term every child in EYFS is assessed using the EYFS Development Matters document and given an attainment level in months based on their knowledge and skills.
- By the end of KS1 children are expected to know, apply and understand the skills and knowledge outlined in the relevant program of study for PE, as detailed in our PE End Points.

Responsibilities and Review

- All teaching staff have responsibility for implementing all aspects of this policy.
- The PE subject leader has the role of monitoring PE through lesson drop ins, planning scrutiny, discussions with pupils and teachers and environment walks.
- The PE subject leader will review this policy and the curriculum as required.