

# ST. HELEN'S CATHOLIC INFANT SCHOOL



## PE Policy

Written by	Date	Ratified by	Date
R. Ryan	2020	Governors	2020

To be reviewed	Annually	Every 3 Years
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## 1. Subject Intent

At St Helen's Catholic Infant School, our intent for PE is to provide a broad and balanced curriculum which develops children's competence in a broad range of physical activities and equips them with the knowledge and skills to have **lifelong**, healthy, active lifestyles.

- To ensure full coverage of the curriculum PE is taught throughout the year focusing on different skills with progression through the year groups.
- Cross-curricular links are made wherever possible to ensure provision is **broad and balanced** especially with PHSE and RSHE.
- We celebrate **diversity by** linking sport in with our cultural calendar, for example dance specialists during Black History Month and Chinese New Year.
- To **enrich the curriculum**, in addition to the above, we provide a range of extra-curricular sports clubs before and after school to enable children to nurture their talents and experience a wider variety of sports beyond the national curriculum.

## 2. Legislation and Guidance

### *Early Years Foundation Stage*

Physical Education forms one of the three areas particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Children will develop their Gross Motor Skills by;

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

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## *Key Stage 1*

Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination (both against self and 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 small team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

## *Health and Safety*

P.E lessons are conducted in a secure and supportive manner that demonstrate mutual respect. Children are always encouraged to consider their own safety as well as the safety of others. Children come to school in PE kit enabling as, such curriculum time as possible is given to leaning

### *PE kit*

- polo shirts and shorts
- tracksuits jumper and trousers (any colour for outside in colder weather)
- trainers

Children have bare feet when participating in gymnastics.

Children should only miss P.E lessons on medical grounds, when requested by their parents directly or by letter to school.

## *Jewellery*

Parents are asked to remove their child's jewellery items before coming to school on P.E days. Members of staff are not permitted to remove jewellery on a child's behalf.

The wearing of glasses should be discouraged unless medically advised. Long hair should be tied back so children are able to safely participate in P.E lessons

## *Staff Dress*

To ensure best practice and a good example is set to children, teachers to wear appropriate clothing when involved in the teaching of any P.E activity including a St Helen's P.E polo shirt.

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### *Ensuring Safe Practice in P.E Lessons*

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (E.g. not jumping or running in front of others, etc).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back.
- If a child has no trainers/pumps for outdoor PE they use their school shoes

### **3. Roles and Responsibilities**

We use a range of teaching styles and strategies in P.E. lessons. Our main aim is to develop the children's knowledge, skills and understanding. We do this through whole class teaching and through activities involving children working in small groups, in pairs or on their own. Teachers draw attention to good examples of individual performance as models for the other children. Children are encouraged to evaluate their work collaboratively as well as competitively and are provided with opportunities to use a range of resources and equipment. We recognise that in each class there will be children with varying physical ability and therefore provide learning opportunities which best match the ability of the child. This is achieved through a range of strategies:

- setting common tasks which are open ended.
- providing scaffolded tasks to match the ability of different groups of children
- providing a range of challenge through the provision of different resources and equipment.

*It is the role of the subject leader to:*

- Review the curriculum to ensure it is current, progressive, engaging and challenging.
- Provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- Seek links with other professionals
- Complete and update curriculum maps to ensure children experience different sports and experience a range of skills.
- Timetable specialist teachers and coaches as appropriate (liaising with Head Teacher).
- Ensure the PE curriculum resources available to teachers are of a good standard and a quantity.
- Promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success. .

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- Complete Risk Assessments for sporting events.
- Organise Sports Day annually.
- To complete the 'Evidencing the Impact of the Primary PE and Sport Premium document annually (liaising with Head Teacher)

### ***School Sports Premium***

The school has a detailed plan to improve the quality of PE provision for all pupils and to raise the profile of P.E across the school. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds.

## **4. Organisation and Planning**

P.E. is a foundation subject in the National Curriculum. As required, we teach the fundamentals of P.E as well as dance, games and gymnastics.

Children at St Helen's Infants have access to two P.E sessions per week. St Helen's Infants uses the Get Set for P.E scheme to deliver our curriculum. EYFS children wear PE uniform each day to promote active learning and KS1 children come to school in PE uniform on PE days eliminating lost curriculum time.

The curriculum planning is set out in three stages:

*Long-term* - This plan sets out the P.E. area and theme/unit to be covered in each term, during the year.

*Medium-term* - This sets out the skills and objectives being covered by each year group.

*Short-term* – Individual lesson plans are adapted and scaffolded as necessary by the class teacher using the STEP procedure for SEND / GD as well as teaching points from the Get Set scheme

### ***Resources***

All teachers have access to the Get Set scheme online and there is a wide range of resources available including key vocabulary and CPD. There are a wide range of resources and equipment to support the teaching of P.E. in our school, equipment is stored in the sheds adjacent to the playground. All large, gymnastic equipment is stored in the hall, as is a variety of equipment such as ribbons and scarves to enhance the teaching of dance.

During lunch times and playtimes, children have access to a range of P.E. / play equipment to encourage children to be active and to maximise the opportunities to experience and develop new skills. Children are taught to look after and respect the equipment used, Play Leaders help to set up and put away items safely so they can continue to be enjoyed by themselves and others.

### ***Extra-curricular activities***

St Helen's Infant School provides a range of extra PE activities at the end of the school day. These clubs encourage children to develop their skills and experience a range of sporting activities. These currently include karate, tennis, multi-skills, ballet, and tag rugby. The school sends detail of the current club activities to parents and carers at the beginning of each term.

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## **5. Inclusion**

At St Helen's we are committed to promoting equal opportunities to all, irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. This same approach is applied to the teaching of P.E. Teachers ensure that all tasks are scaffolded to meet the needs of all children. Planned provision considers the targets outlined for individual children in their One Plan.

*Equal opportunities:*

- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children are all given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained, and expectations will consider the individual needs of pupils.
- For the purposes of competitions, all children will be given the opportunity to experience competitive sport.

## **6. Monitoring Arrangements**

The P.E coordinator will oversee the continuity and progression within annual and medium-term plans. They will also monitor the quality of teaching and learning through completing observations of taught P.E sessions across the school. Support will be offered to colleagues where necessary through sharing expertise, team teaching, mentoring and CPD.

*Assessment, Recording and Reporting*

Teachers assess children's work in P.E. by making dynamic assessments during lessons. They are supported by Assessment criteria for each unit of work within the Get Set Scheme. At the end of a unit of work, teachers make judgements as to whether a child has met, exceeded or is working towards the expectations. This data is then collated and analysed by the PE lead.

## **7. Links with Other Policies**

Physical Education can be positively incorporated into the teaching and learning of other curriculum areas.

*English*

Children are encouraged to orally describe what they have done and to discuss how they might improve their performance. This enables children to develop their evaluative and analytical skills.

*Mathematics*

Children have opportunities to measure and record what they do accurately, measuring time and distance. They will use positional vocabulary and explore space, shape formations and time.

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### *Science*

Children will be encouraged to name body parts and develop an understanding of the effects of exercise on the body as well as healthy lifestyle and eating.

### *PSHE*

Children will learn about the benefits of exercise and healthy eating. P.E offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Grouping in small team games allows children to work together and give them the chance to discuss their ideas and their performance. P.E activities enable children to develop respect for others. It encourages them to cooperate across a range of activities. These experiences enable them to develop a better understanding of themselves.

### *Computing*

Children have opportunities to record their performance and use them to reflect and improve their techniques and analytical skills.

### *Music*

Children experience listening and responding to a wide range of music. They explore keeping rhythm and changes to tempo.

### *Geography/History*

Children explore culture specific dances from different periods in time.

### *R.E*

Children perform liturgical dances

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