



Thames View Infants

PE (including Physical Activity) Policy

Rationale

Immersing children into a provision rich in high-quality physical activity helps to engender a positive disposition towards healthy life-style choices in later life. Children should learn that exercise and physical activity is important to their health and physical well-being, so that they develop a positive attitude to exercise.

We believe that it is important to build on children's enthusiasm for movement to ensure success in PE. Children should be given the opportunities to participate in a wide range of enjoyable, physical activities and through these, experiment with movement and ideas. We want children to develop confidence in their physical abilities, to find out what they can do and to enjoy tackling new challenges.

'Physical Activity' extends far beyond the formal PE curriculum. Attendance at intra and inter-School and Local Authority events teach child the importance of collaboration, team work and other valuable messages for life-long learning. The fully extended school, rich in extra-curricular sports activities and high-quality play, provides further opportunities to enable children to develop both physically and emotionally in a fun and fair environment. A personalised learning culture, in which confident children choose to perform dance routines to their peers in assemblies and reflective teachers create opportunities to further children's own areas of interest can be very powerful in developing pupil's self-esteem and empowering them to take risks without fear of failure.

Purposes

- To immerse children in a provision which engenders positive attitudes towards physical activity, sport and healthy life-styles.
- To develop and improve children's performance skills in six areas of PE, Dance, Gymnastics, Games, Athletics, Orienteering and Swimming.
- To teach children to be able to plan their own work given specific criteria to work from.
- To build children's movement vocabulary in order that they can use language to evaluate each other's work.
- To help children to be able to work co-operatively within a range of different spaces and group situations.
- To learn to repeat what they have done to make it better.
- To use movement imaginatively to communicate ideas and feelings.
- To teach children to know, understand and apply particular safety requirements for different activities.
- To know the effect exercise has on their bodies and begin to understand why activity is important to their general health.
- To know how to engage in competitive and cooperative physical activities in a range of increasingly challenging situations.



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PE (including Physical Activity) Policy

Guidelines

Teaching

1. Through formal and informal learning opportunities, the school aims to enable pupils to access 3 hours of high-quality physical activity each week. Nevertheless, PE will be formally taught for a minimum number of hours per week:

- **Key Stage 1:**

Year 1: 2 x 60 minutes per week (up to 3 x 60 minutes per week Term 3b)

Year 2: 2 x 60 minutes per week (up to 3 x 60 minutes per week Term 3b)

- **EYFS:**

Throughout the EYFS, “Physical Development” is developed through carefully planning high-quality active and vibrant outdoor provision activities. In the Nursery, no formal PE sessions take place. In Reception a 60 minute formal PE lesson takes each week.

The teaching of PE should take place within a learning environment, in which all children make as much academic (‘maximised value added’) progress as possible. It should be taught systematically and methodically each week, adhering to the governing principles, detailed below - within a caring and supportive climate, providing all children with an equitable, standardised, balanced, child-centred, ICT-rich curriculum. However, with time and maturity, and the rise in contextual value added progress that children and teachers will make as a result, progressively more reflective practitioners will utilise ‘assessment for learning’ information to engender an increasingly more diverse, rich and personalised learning culture within this framework. Accordingly, practitioners may well decide, within this context, to customise their own planning and teaching. Teachers may use assessment for learning information to provide a more reflective and responsive curriculum for their class, engendering personalised learning opportunities to identify and tackle the needs of individuals and groups of children to maximise learning opportunities. Similarly, teachers may decide within their year group to adjust the timings of individual lessons. On occasion, it will be appropriate to have a series of short lessons and, at others, children may require time to develop ideas, and refine and consolidate learning within a more sustained period.

2. In Key Stage 1, teachers will refer to the School’s Scheme of Work, which is intrinsically linked to the Rawmarsh Scheme of Work. In the EYFS, teachers will also refer to the Rawmarsh Scheme of Work, but will also consult with the Early Years Foundation Stage Curriculum when mapping the provision for this subject. A high-quality outdoor provision, carefully implemented through ‘free-flow’, will enhance children’s Physical Development.

PE kit

- **Children must be dressed appropriately for lessons.**
- It is an important aspect in physical activity serving to insulate the body during the warm up stage and may be reduced for the main part of the lesson. It should be suited to the activities the children are undertaking, neither too loose or too tight. Children must change for PE partly for hygiene reasons but also to ensure that the clothing is suitable.
- Children need a T. Shirt, or vest and shorts for indoor PE. They wear no footwear in the hall.
- They will need an additional sweatshirt and tracksuit bottoms for outside PE. These are essential when the weather is chilly.
- Children must wear plimsolls or trainers outside.

Jewellery

- **Wearing jewellery in PE lessons is hazardous and all jewellery should be removed.**
- Parents should be informed of the class PE timetable so that they can remove earrings for that day. Any items of jewellery removed by the children themselves should be put into moneybags and sent altogether to the office for safe keeping. Items left in rooms may get lost.
- There are some occasions when jewellery cannot be removed. Studs in newly pierced ears are a hazard during physical activity, but infection may result if they are removed. In these cases tape over the stud to protect the ear.
- Long hair must be tied back.



Thames View Infants

PE (including Physical Activity) Policy

- Sikh children may not wish to remove their Kara (bangle), and religious and cultural attitudes must be respected. However their bangle should be covered with a sweatband.
- Headscarves must be removed when children are using the apparatus.

Changing

- As children change for PE they should prepare for the lesson ahead. This provides a disciplined start to the lesson. They should change quietly and quickly, leaving their clothes neatly together, so that they can find them once the lesson is over.

Non-Participation

- Children should not miss lessons. PE is not optional. Occasionally a child may not be fit to take part physically and then they should be asked to observe giving feedback. This will enable them to learn and understand the work alongside their active peers and they will be better prepared when they do join in actively.

Special Needs

- Children should be given activities that are as near normal as possible. Children with disabilities must be given the right degree of care required, but should not be over-protected to the point that development cannot take place.
- Consult with the SENCO to ensure that you are fully aware of any limitations of physical activity and are aware of any emergency treatment that might be necessary.
- Be prepared for problems such as; poor co-ordination, lack of spatial concept, slow reactions, poor fine/ gross motor skill, poor concentration.

Use of Apparatus

- Apparatus should be assembled and dismantled systematically in the lesson. Ensure that apparatus is adequately spaced out to avoid collisions. Teachers must check that it has been assembled correctly before children begin using it.
- Apparatus should be arranged according to the agreed school layout. Apparatus should be seen as an extension of the children's movement and not as a separate lesson.
- Work started on the floor can be taken onto higher surfaces and more complex situations.
- Thought should be given to the layout, prior to the lesson.
- Children must be taught to handle the apparatus correctly. The youngest children can carry pieces of apparatus provided they are taught how to lift and how to work together as a team. (See Safe Practice in Primary Physical Education)
- **Mats should only be used for floor work and should not be used as "landing spots" or to indicate a safe landing place.** (In the event of falls, mats provide very little support for children and can create a false sense of security). Children should instead be trained to make informed decisions on how and where to jump, and how to land safely.
- A calm approach is essential and noise level should reflect the level of concentration required. Noisy excited children may be distracted and are then at risk of having an accident.

Health

- There should be maximum participation in all PE lessons unless a parent has made communication. Every lesson should commence with a warm up, involving a five-minute session of vigorous activity, relating to the lesson. Children should be taught about health-related fitness.



Thames View Infants

PE (including Physical Activity) Policy

Lesson Structure

Gymnastics

- Warm up
- Skill development (often floor work)
- Composition
- Use apparatus to consolidate the development of skills previously learnt.
- Cool down

Games

- Warm up
- Teach basic game
- Skill development
- Play basic game
- Cool down

Dance

- Warm up
- Development
- Composition
- Cool down & concluding activity

Athletics

- Warm up
- Event
- Development
- Event
- Cool down & concluding activity

Outdoor Adventurous Activities (Orienteering)

- Warm up
- Introduction
- Challenge
- Follow-up
- Cool down & concluding activity

Safety

Establish rules for Physical Education

The most important thing children can learn to ensure their own safety and that of others is consideration for and awareness of others. They need to learn to give each other time and space. Reference 'Safe Practice' (BAALPE)

Teaching Strategies

- Ask children to show what they can already do. Revisiting tasks and activities and then exploring a wider range of possibilities achieve this.
- Help children to improve on what they can already do and to understand what is expected of them.
- Give them the opportunity to explore possibilities; watch others demonstrate new ideas; discussing alternatives and ideas.
- Give precise teaching at times when children need to acquire a new skill or try something in a new way.
- Be precise about the movement of apparatus and safety issues.
- Give a 'running commentary'. Walk around the edges of the room making comments about what you see, so children know you are alert to everything that is happening.
- This helps them to generate ideas and also maintains calm disciplined behaviour.



Thames View Infants PE (including Physical Activity) Policy

- Ask children to work in pairs and demonstrate their movement to their partner. This helps develop observation, analysis and evaluation and helps children to reflect on their work and learn how to modify or improve their movements.
- Incorporate the use of ICT in order to aid the teaching of key skills.
- Adapt lesson plans, where appropriate, to include rich stimuli, including popular music stimuli.



Thames View Infants

PE (including Physical Activity) Policy

Planning

The Medium Term Planning Objectives provide the starting point for planning lessons. Lesson level short-term plans are present for Gymnastic, Games, Athletics, Orienteering and Dance. These lessons should be adapted to fit in with lesson timings; however, in doing so, teacher objectives and lesson structure will need to be upheld. Physical Development planning in EYFS, linked carefully to children's developmental needs and the EYFS Curriculum, will detail indoor and outdoor opportunities for learning within this provision.

Embedding ICT

Ipads and other technologies (digital cameras and video) can be used to illustrate teaching points and to help teacher's make more accurate formative assessments. Used supportively, these can also help give children focused feedback and enable them to self-evaluate their work.

PowerPoints should be used to inform learning:

- In-class: to impart the learning intention
- In the hall: to reinforce the learning intention, to guide groups of children when setting out apparatus/equipment (layout/carrying procedures/roles for undertaking this) and to illustrate teaching points (for example: turns, travel, forming a sequence of actions).

Immersing children in a Provision rich in high-quality Active Learning and Play

Underlying formal PE lessons, children will be immersed within a provision rich in inclusive high-quality Active Learning, Play and extra-curricular Sport – thus further encouraging a healthy disposition towards physical activity and healthy life choices. This culture will be instilled and sustained in a number of ways:

- Accepting that all children have the right to excel in their own personal area of strength and for some, this may naturally lend itself to PE, Sport or Play.
- Being mindful that PE, Sport or Play can be a very good conduit for helping otherwise underachieving children excel.
- Members of the Strategic Leadership Team having specific responsibilities for Extended Engagement, PE, Play and Sport.
- Recognising that PE, Sport or Play serves a valuable purpose within a rich inclusion provision.
- Developing a fully comprehensive extended school provision, offering a wide variety of fun extra-curricular clubs, with a key emphasis on Play and high-quality Sport.
- Maintaining a fully "joined-up provision", in which the Strategic Leadership Team have a good knowledge of children's needs and responsively draws upon this and other school data when targeting heightened access to sport, play, dance or physical activity (either through the support groups or after-school clubs).
- Implementing a very comprehensive lunchtime provision, offering a variety of structured and non-structured sports and quality play-based activities; for which lunchtime staff follow a supportive structure and receive regular training.
- Taking a lead in contributing to inter/intra-School and LA competitions and events



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- Instilling a complex personalised and risk-free learning culture, enabling stakeholders to build upon individual strengths - exploiting the school's commitment to dance, play and physical activity:
 - Encouraging staff to pursue their own areas of PE/Sport-related interest and share these skills with peers and the greater school community. *(For example, pursuing an after-school club fuelled by an interest in Indian Cinema Dance).*
 - Establishing a strong culture of dance, showcasing (in some cases child-initiated) performances during assemblies and community-based events. *(For example, empowering pupils to show-case their talents in assemblies and to peers).*
 - With careful support, facilitating 'time out' for both staff and pupils to practise, refine or develop a particular skill or theme. *(For example, the PE Co-ordinator requesting non-contact time to make a video to model good practice in gymnastics. Similarly, running a dance-based "intervention group" during afternoons for pupils requiring SEBs-based support).*