

PE POLICY

South Walney Infant & Nursery School



Approved by:	Becs Ensoll – PE Co-ordinator	Date: March 2025
Last reviewed on:	Spring 2025	
Next review due by:	Spring 2027	

- This document is a statement of the aims, principles and strategies for teaching PE at South Walney Infant & Nursery School.
- It was developed in 2019 and replaces the existing policy.
- This policy will be reviewed every four years.

“Fun Fit Forever”

Our P.E. activities are based upon the Key Stage One Programme of Study set out in the National Curriculum document for Physical Education. The pupils are encouraged to develop the fundamental movement skills of agility, balance and co-ordination. They are taught these basic movements through gymnastic, games and dance activities. In the Foundation Stage, our activities are based on the standards set out in ‘The Early Years Foundation Stage’ outcomes document.

The children will be provided with a wide range of experiences to develop agility, co-ordination and confidence in physical activity and the ability to express feelings through body movement. These activities will offer all pupils an alternative context for learning, which will develop good quality performance and will allow every pupil to become physically active. We will encourage children to learn about how to keep their bodies healthy and motivate them to maintain life-long physical activity habits.

Aims

Through the teaching of PE we aim to:

- provide the children with opportunities to develop the knowledge, understanding and skills to plan, perform and evaluate their own actions and the actions of others.
- develop a range of physical attributes including co-ordination, manipulative skills, strength and stamina.
- provide experiences which will enable the children to respond inventively, imaginatively and effectively to a variety of movement challenges.
- provide a Physical Activity programme that all children will enjoy.
- develop, in children, the confidence to move adventurously but safely and to respond readily to instructions.
- give our children a knowledge of and involvement with a wide range of apparatus, both indoors and outdoors.
- provide activities which will enable the children to experience how different parts of the body move and so achieve good motor control.
- develop social skills in considering and co-operating with others as well as encouraging competitive activities.
- build a good self image for every child through experiencing achievement.
- develop in children good personal organisation skills, in getting changed, looking after their own clothes and being able to fasten their own shoes.
- enable talented children to excel and demonstrate their talents.
- Through P.E. we aim for the children to develop an understanding of the importance of healthy living and the benefits of a life-long active lifestyle.
- provide the children with a broad and balanced programme of P.E. activities whilst at South Walney Nursery and Infant school.

Frequency of lessons.

Each class is timetabled in the hall for P.E. Statutorily we have to provide two hours of PE curriculum time in KEY stage 1. In Key Stage 1, the children have 2 timetabled lessons a week including outdoor learning activities. In year 2 the children have 2 1 hr lessons with forest School in addition to this. In Foundation Stage, Reception classes have 2 lessons each week, lasting for around 40 minutes. However, the reception children have physical activity sessions outdoors each day, to ensure that all children in school are participating in 2 hours of high quality physical activity each week. The Nursery classes have time to access the hall each week when they are ready, however, the outdoor area is used for physical activities every day.

Health and Safety.

The booklet "Safe Practice in Physical Education" (BAALPE) provides the guidance for our policy.

In the event of an accident the children stop their work and sit down quietly. Two children are then sent to find a teaching assistant or any other member of staff who is qualified to administer First Aid. In this way, a casualty is treated without the teacher leaving the class.

The first aid boxes are located in the rainbow room.

- **Changing for P.E.**

All children get changed in their own classrooms. Clothes left in a neat pile. Children enter the hall with the teacher.

- **Clothing for P.E.**

Indoors, children wear blue shorts and yellow t-shirts with bare feet. Outdoors, children wear shorts, T-shirts and suitable sports footwear. Spare P.E. kit are kept for those children who occasionally forget it is P.E. day. Long hair needs to be tied back for PE. Staff need to wear suitable footwear or bare feet. Staff are expected to change for PE.

- **Jewellery.**

To ensure safe practice, all watches and jewellery are removed for P.E. lessons. It is a county policy that earrings are not permitted to be worn during P.E. Children unable to remove earrings are allowed to cover their ears and earrings with micro pore tape.

- **Apparatus and equipment.**

Equipment is stored in the P.E. cupboard or container 1. The apparatus is stored on the hall walls and in two corners of the hall. All equipment and apparatus needs putting away before lunchtimes to enable the tables to be set out. It is the responsibility of all members of staff to ensure that areas used for physical activity are safe for the children to use.

The apparatus is regularly checked to make sure all equipment is safe. Any parts of the apparatus found to be defective are always removed and the problem is then reported to the teacher responsible for P.E. or the Head teacher. Maintenance, replacement and purchases of equipment are the responsibility of the P.E. co-ordinator and the Head teacher.

Assessment, Record keeping and reporting.

We use an assessment tool provided by the county to ensure progression, plan future teaching, provide diagnostic information and to provide summative information for teachers and parents. Assessment is based upon teachers' own observations and is ongoing throughout the year. Any concerns about a child's physical development is always reported to and discussed with

parents. Baseline assessment provides information in the Foundation Stage about strengths and weakness in a child's Physical Development.

Inclusion of all children.

All pupils irrespective of gender, ability, ethnicity and social circumstance have access to the P.E. curriculum. All pupils are expected to participate in physical education lessons to the best of their abilities. Pupils will only be excused from P.E. when requested by a parent. Non participants will be given a task at the side of the hall or at the tables outside.

Our dress code will be adapted for children with special needs and children whose religion or culture prescribes a different form of dress.

Wherever possible, needs will be met within the context of complete integration. However, the need to break down skills into small and achievable, progressive steps is recognised, as is the need to modify language, activities and equipment where necessary. Every opportunity will be taken to develop the pupils' self-esteem and ability.

Planning.

Curriculum planning is organised into two levels:

- Long-term planning gives a broad curriculum framework for each year group in all areas of activity within P.E. The long term planning identifies themes and ensures coverage in terms of progress, balance, coherence and continuity. Our planning is based upon the Physical education programme of study for Key Stage 1 and The EYFS Outcomes document.
- Medium-term planning. The class teachers supported by the subject co-ordinator undertake medium-term planning. These are produced each term giving information on lesson objectives, lesson coverage and resources needed.

Outside agencies/ coaches

- All outside coaches are DBS checked
- All outside coaches provide evidence of insurance
- Teachers always work alongside coaches
- Coaches provide planning for long term use for school

Opportunities Beyond the Curriculum

Key Stage 1 children have the opportunity to participate in a variety of activities after school. These activities take place throughout the year. The activities offered include dance, gymnastics and games. These activities are mainly non-competitive, however, there are opportunities for children to take part in the Key Steps Gymnastics competition for beginners. The children also take part in competitive team games when invited to do so.

Monitoring, Evaluation and Review.

The P.E. co-ordinator teacher monitors the teaching, learning and standards of physical activity in school and after school activities in order to improve the outcomes for children. Views are gathered orally from teachers, pupils and parents and then acted upon.

It is the also the responsibility of the P.E. co-ordinator to monitor and then evaluate the working of this policy.

South Walney Infant & Nursery School is fully committed to safeguarding and promoting the welfare of all its pupils. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability

