



## ELMTREE INFANT AND NURSERY SCHOOL

### PHYSICAL EDUCATION (PE) POLICY

This policy outlines the guiding principles by which this school will implement PE learning in the context of the school's curriculum policy statement and its staffing, health & safety and equal-opportunities policies.

#### **Intent**

The Primary National Curriculum (2014) for PE states:

'A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.'

We believe the purpose of Physical Education is to develop children's enjoyment and skill in physical activity and to introduce them to the pleasures of sport.

Physical Education at Elmtree promotes personal, social, intellectual and physical skills and fosters co-operation, tolerance and self-esteem. Physical activity not only improves health, reduces stress and improves concentration, but also promotes correct physical growth and development. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. We aim to ensure both teachers and children are aware of its importance. We provide the broad and balanced programme of physical education we believe every child should have; with activities designed to be enjoyable, challenging, and achievable. We use 'Get Set 4 PE' to enable children to develop their fundamental skills; agility, balance and co-ordination and give opportunities to apply these skills in competitive situations, individually and within a team. At Elmtree School, every teacher is a teacher of SEND. As such, inclusion is a thread that runs through every area of the school.

We have fortnightly 'Wild Woods' sessions where children can apply their skills in an outdoor environment and continue to develop their fine and gross motor skills in different situations. This is particularly important for our children as we recognise many of them do not have opportunities to explore their physical literacy in outdoor environments.

The aims of our PE curriculum are:

- Follow a broad and balanced PE curriculum fulfilling the demands of the National Curriculum.
- To develop the fitness of the individual, by ensuring a good pace in lessons and incorporating fitness activities into physical education lessons as appropriate.
- Develop the desire to improve and succeed.
- Develop programmes that meet the needs of all the children, providing equal opportunities – inclusion of SEN and physical disabilities.
- Involve the outside community where possible - e.g. Sports Day - parents, Clubs, Inter-school matches – working alongside other local schools.
- Make allowances for children with disabilities and medical conditions through modified and mini versions of games and practices.
- Provide enjoyable experiences, where positive attitudes of sensitivity, co- operation, competition and tolerance may develop.

Our PE Curriculum, along with PSHE and Science, teaches children about the importance of healthy living and learning about the need for good nutrition. This enables children to take their knowledge forwards in becoming a balanced citizen.

### **Implementation**

Our PE curriculum ensures that we meet the requirements of the National Curriculum and is specifically tailored to our children. We follow the Get Set 4 PE scheme of work. In EYFS, this covers 6 different units across each year and in KS1, it covers 10 different units across each year. Each unit is broken down into a series of lessons to be delivered each half term. Each member of teaching staff has access to an online portal which helps with planning and ensuring progression.

PE is taught by the class teacher to the whole class with activities in smaller groups or for individual children. Adaptive teaching ensures that children are provided with different levels of support, depending on their skill level.

- EYFS Nursery – Nursery has fine and gross motor provision in the learning environment as well as an outside area that is accessible for most of the day. They also have a weekly PE session.
- EYFS Reception - Reception have 1 hour of PE lessons per week and 1 x 2 hours Wild Woods sessions per fortnight. Other opportunities for physical development are planned in each week according to the EYFS profile objectives.
- KS1 - 2 x 1 hour PE lessons per week and 1 x 2 hours Wild Woods sessions a fortnight.

Our PE curriculum is sequenced precisely to ensure progression of knowledge and skills throughout a child's primary education, thus enabling children to build upon prior experiences and apply these fluently, with confidence. We endeavour to provide a broad range of activities based on children's interests and new initiatives, whilst also working with parents to identify when a child has an interest and or a clear talent in a specific sport.

Our provision of Wild Woods links to the aims of PE in the national curriculum by enabling children to be physically active for sustained periods of time, give practical modelling of how to lead healthy, active lives, apply their learnt skills to a range of activities and help to embed values such as fairness and respect. It also enables us to continue the progression of fine motor skills through the focussed activities. Teachers have access to a scheme of work called 'wild passport' to support their planning. This scheme plans for progression in 5 areas of outside skills: woodcraft, nature, fire, shelter and rope. Pupils will complete a focussed activity in one of these areas during the session before exploring the woodland around them

using learnt skills. We believe this contributes to the cultural capital of the child as all children will go onto live a life where they will have opportunity to go outside. Building these skills enables pupils to feel empowered by activities they can undertake when independent, increasing the likelihood they will lead active lives. We recognise that many of the pupils at Elmtree do not have access to this outdoor development in their home lives and strive to enable them to access it here.

Physical Education is fundamental in developing healthy lifestyles in young people. We have an inclusive approach and value the importance of physical and mental well-being.

We have an annual sports day to foster enjoyment and celebrate achievement. Through the School Sports Partnership with DCHS, KS1 and Reception are provided with the opportunity to take part in festivals and competitions during the Spring Term. Teachers are also able to develop their own subject knowledge of PE through observing PE lessons delivered by specialist PE coaches/lessons throughout the year.

Playtimes are an important part of our pupils being happy, healthy and ready to learn. We have a well-staffed and equipped playground with a trim trail, providing opportunities for children to develop and improve fundamental skills whilst being active during break and lunchtimes. The patio playground allows pupils EYFS to have their own outside area to develop these skills.

### **Impact**

Children are assessed informally throughout the PE lessons to ensure appropriate activities. Assessment data for PE is recorded every half term in our online portal. At the end of the year comments are made in each child's report to reflect their achievements in PE and the information is passed onto the children's next class teacher to ensure they plan lessons to the ability they had achieved with the skills from the previous year.

As Wild Woods is primarily linked to the broader aspects of PE it is assessed holistically at the end of the year. We consider pupils ability to co-operate in physical activities, if they can maintain a level of physical activity for a time, their willingness to participate in new activities and their fine and gross motor co-ordination.

From our lessons, our children learn to take responsibility for their own health and fitness. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE. We reflect regularly on the sequence to ensure we tailor the curriculum to different cohorts.

### **Resources**

All PE equipment is stored in the hall. PE equipment to support children's physical development during playtimes is kept in storage units on each playground. Everything is labelled to assist with tidiness and accessibility.

### **Health and Safety**

#### **Equipment**

Safety is of paramount importance and sensible handling and use of all equipment is stressed throughout the school. Equipment is checked and serviced regularly by an approved contractor. If there is any faulty equipment it should be reported to the PE coordinator.

### Jewellery

It is Elmtree School and Nursery policy that children do not come to school wearing jewellery with the exception of stud earrings. In line with Health and Safety and the **Safe Practice in Physical Education, School Sport and Physical Activity guidance**, no jewellery (including stud earrings) is permitted to be worn during PE lessons, whether it be personal or religious.

Staff at Elmtree are not responsible for the removal of any jewellery that is worn by pupils. Pupils are requested to remove all other jewellery and watches for physical activity.

It is the responsibility of the child to remove any jewellery and put it safely away if worn to school or for parents to remove it before school. Children will not be permitted to take part in physical activities if they are wearing jewellery.

### Hair

Long hair should be tied back when necessary. Each class has a supply of hairbands for children to tie hair up in needed.

### Footwear

Barefoot work should be undertaken for gymnastics and dance where the floor surface is suitable. Pupils should not be allowed to work in tights or socks. Where barefoot work is not possible, pupils should wear plimsolls or similar soft-soled footwear. "Pupils with verrucas should keep them covered and wear suitable footwear." NCC PE Code of Practice April 2003.

## **PE KIT**

In the interests of safety and hygiene teachers must insist on children changing into the following kit for PE lessons. This will ensure consistency and avoid confusion for the children. If children have no PE kits in school they will take part in the PE lesson in their school uniform. Some articles of spare clothing are available in the lost property box.

### Inside clothing:

White t-shirt, red shorts, black plimsolls

### Outside Clothing

White T-shirt, red shorts / black jogging bottoms and red jumper if necessary

### Staff

Staff leading PE sessions should wear their Elmtree PE uniform - branded T-shirt and jumper, tracksuit bottoms/shorts and trainers.

### Children Without Kit

At the beginning of each term parents will be informed by letter of PE kit requirements and they will have the opportunity to discuss any serious reservations with the Head. A child who has forgotten their kit should first be reminded by the teacher. If it is an ongoing problem an informal conversation with the parents would be appropriate. Not having a PE kit should not lead to a child missing out on PE wherever possible.

## **General**

### **Accidents**

For minor injuries (bruises and bumps) children should be encouraged to continue where possible but sit and watch if necessary. For small cuts or grazes the teaching assistant should accompany the children to apply first aid.

For serious accidents (head injuries, serious cuts or suspected fractures) the teacher should stay with the child and send the teaching assistant or two responsible children to inform the school office. After the incident the teacher must complete an accident report form which is available in the medical room.

### **Medical Conditions**

It is the responsibility of the teacher to take note of any medical conditions of individual children in their class (such as asthma, diabetes or epilepsy) so they can participate safely and as fully as possible. It should be noted that cold dry weather will exacerbate breathing problems for asthmatics and they should have their inhalers at hand if necessary.

Children with longer term medical conditions or injuries will need a health care plan to ensure they are safely taking part in PE.

### **Links with other agencies**

These include:

- School partnership links – DCHS
- Sport Coaching/Mentoring - USport

### **Staff Training**

- The PE co-ordinator will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the PE co-ordinator.
- Sports coaches will be in to assist lessons and provide teachers with the opportunities to help teach new games and skills.

The school's Marking and Feedback policy allows children's levels of independence to be evident, as instances where pupils have the most secure knowledge and skills can most easily be recognised when they've applied learning independently and in a range of ways, including across different areas of the curriculum. On occasions when such extended depth has yet to be developed, an expected core impact of our curriculum is that pupils are at least ready to move on to the next key stage of learning.

### **Equal opportunities in PE**

PE is taught within the guidelines of the school's equal-opportunities policy.

- We ensure that all our children have the opportunity to gain PE knowledge and understanding regardless of gender, race, class, physical or intellectual ability.
- Our expectations do not limit pupil achievement and assessment does not involve cultural, social, linguistic or gender bias.
- We aim to teach PE in a broad global and historical context, using the widest possible perspective and including the contributions of people of many different backgrounds.
- We draw examples from other cultures, recognising that simple technology may be superior to complex solutions.
- In our teaching, PE is closely linked with literacy and mathematics.
- We recognise the particular importance of first-hand experience for motivating children with learning difficulties.
- We exploit PE special contribution to children's developing creativity; we develop this by asking and encouraging challenging questions and encouraging original thinking.

### **SEN Provision in PE**

In order to meet the learning needs of all pupils, teachers adapt the learning accordingly. All pupils have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil's achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study all aspects of the PE curriculum.