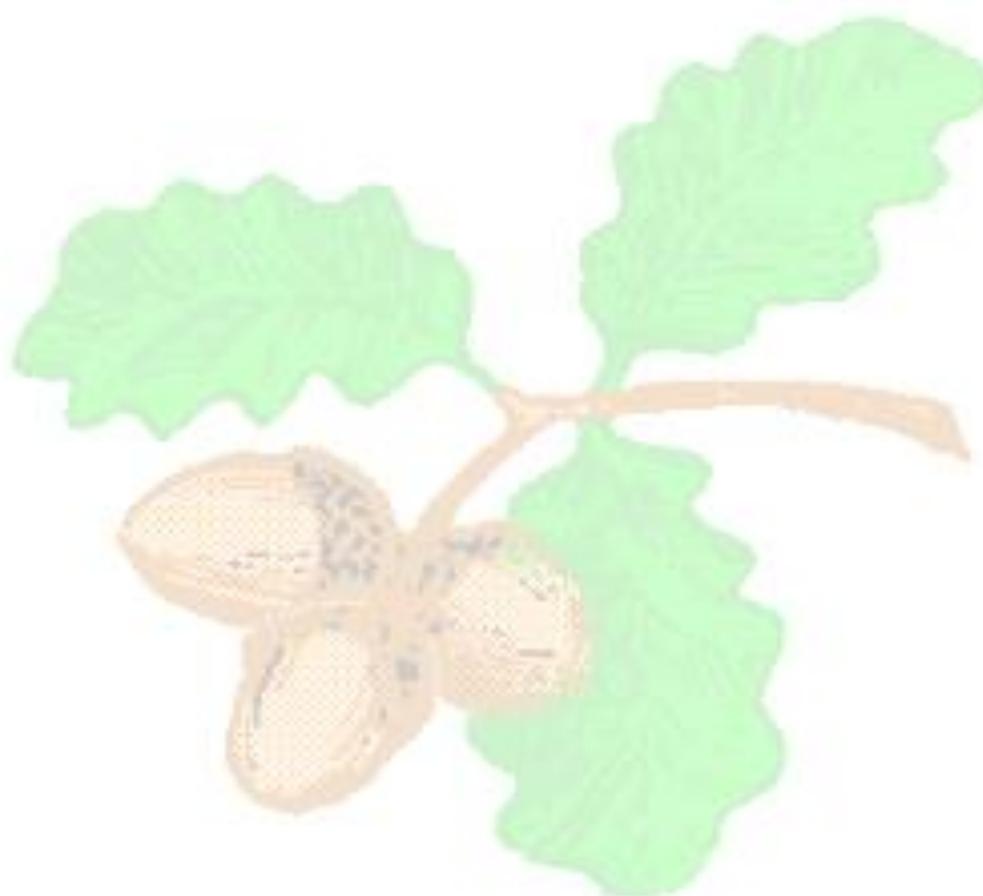


**CHURCHFIELDS INFANTS' SCHOOL,
NURSERY UNIT
& LANGUAGE FACILITY**



P.E. POLICY

2016

CHURCHFIELDS INFANTS' SCHOOL
NURSERY UNIT & LANGUAGE FACILITY

PHYSICAL EDUCATION POLICY

Statement

Physical Education experienced in a safe and supportive environment makes a vital and unique contribution to a pupil's health, development and well-being. At Churchfields Infants' School we aim to increase the confidence and self-esteem of individual children through the ability to manage themselves in a variety of activities experienced in Games, Dance and Gymnastics. Physical Education aids coordination of body movement and management, further cognitive development. It promotes personal and social development through a balance of individual and small-sided co-operative and competitive activities. The Physical Education programme will be delivered through opportunities to:-

- Acquire and develop skills
- Select and apply skills, tactics and compositional ideas
- Evaluate and improve performance
- Gain knowledge and understanding of fitness and health
- Work with others
- Learn about Safe Practice in P.E.

Acquire and develop skills

Children will be given the opportunity to plan a range of simple movement sequences and develop the ability to use appropriate skills, rules and strategies in a variety of Gymnastic, Dance and Games situations.

Select and apply skills, tactics and compositional ideas

Children will be given the opportunity to perform and practise simple compositional movements, skills and tactics in response to tasks, stimuli and challenges in Gym, Dance and Games.

Evaluate and improve performance

Children will be given the opportunity to develop their observational skills and ability to evaluate the performances of themselves and others.

Knowledge and understanding of fitness and health

An awareness of the effects of physical activities and a positive attitude towards health and fitness will be promoted through all aspects of the Physical Education programme.

Working with others

The Physical Education programme will provide the opportunity for children to work co-operatively with others, develop communication skills and begin to understand the importance of fair play, honest competition and good sporting behaviour.

Curriculum

EYFS

“Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self- assured”

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

[EYFS \(revised 2014\)](#)

Key Stage 1

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.

[National Curriculum PE, 2013](#)

Aims

EYFS

We recognise each pupil as a **unique child** who reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- Playing and exploring – engagement with their environment through finding out and exploring; playing with what they know; being willing to ‘have a go’
- Active learning – motivation, demonstrated through being involved and concentrating; keeping trying; ‘enjoying achieving what they set out to do’
- Creating and thinking critically – thinking, characterised by having their own ideas; making links; choosing ways to do things

[Development Matters in the EYFS](#)

Key Stage 1

We will teach the national curriculum for PE, which 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 happy and healthy lives.

Attainment

EYFS

Early Learning Goals:

Moving and handling: children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including a pencil for writing.

Health and self-care: children know the importance of good health and physical exercise, a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

[Development Matters in the EYFS](#)

Key Stage 1

During years 1 and 2, pupils should 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 should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should:

- master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and beginning to apply these to a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Equal Opportunities and Inclusion

All pupils will be given the opportunity to receive a broad and balanced programme of Physical Education regardless of race, gender, religion and ability. Consideration will also be given to those children with Special Educational Needs, whether they have disabilities or a particular talent.

SEND

A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The [special educational needs and disability code of practice](#) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. Teachers will refer to the SEN and Disability code of practice to be clear about what should be done to meet their pupil's needs, in teaching, learning and assessment.

EAL

Teachers must also take account of the needs of pupils whose first language is not English. Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages. The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. Teachers should plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in P.E.

Lessons Format

All Physical Education lessons should include:-

- a warm-up
- movement training/activity time
- a cool down/final activity.

Health and Safety

Children will be taught the safety rules and procedures relevant to the activity being undertaken (see Appendix).

Apparatus should be secure, well-spaced when set out and in good repair.

Apparatus should be checked once it has been arranged and assembled, before it is used.

Apparatus layouts should be designed to avoid gymnasts colliding with walls, obstructions or each other.

Other equipment in the hall, e.g. pianos, chairs, mat trolleys, etc. should be moved appropriately.

Unsecure or broken apparatus should be marked unfit for use.

Annual service checks carried out under contract should be recorded.

Challenging and vigorous work will not be completely without risk, but it should be without unnecessary dangers.

Apparatus handling

To ensure safe practice pupils should be taught how to lift, carry, place and use equipment safely.

Mats

Two children should pick up mats using a comfortable carrying position on the long side of the mat.

Pupils should be taught to:

- Thumbs on top when picking up.
- Bend knees to lift mats.
- Always look where they are going - be aware of other children's pathways, especially near the trolleys.
- Move at a speed they can both manage.
- Never lift mats over other children.
- Mats should be placed in position, not dragged.
- Mats should be placed furthest away from point of storage when being put out.
- Mats nearest storage put away first.

Mats should be stored safely on each trolley.

Benches

All children - four carriers

Two children should be positioned along each side of the bench with one arm across, facing the direction of travel. The child nearest the 'leading' end in the direction of travel is the 'driver' and the child at the other end is the 'guard'. Benches can be moved sideways over a short distance.

Inverting Benches -four carriers

Benches should be carried in the normal position to where they will be used. With all the children on one side the bench may be turned away from the children onto its side, and then completely over. Reverse procedure before portage back to storage site.

Planks/Ladders - two carriers

One child at each end. Move with one end leading, both children looking where they are going. Ladders and planks should be carried horizontally.

Movement Tables - three children

Children should space out evenly around the movement table. Hold a rung at a comfortable height, lift just off the ground and move sideways into position, looking where they are going.

Nesting Tables - two children

One child on each long side, lift just off the ground. Move sideways looking where they are going. Keep feet clear of 'legs' of apparatus. It is important that the first nesting table allows the smaller one to fit in an identical position.

Large trestle tables (each section) - four children

Large T/Y shape climbing frame

Adult responsibility

Small climbing frame

Adult responsibility

Portable balance beam/ ladder/ pole for attachment to large climbing frame

The use of apparatus in gymnastic lessons

Large apparatus lessons, without careful organisation, supervision and discipline are potentially hazardous activities. With careful planning and organisation they provide enjoyment, challenge and enhance the development of movement introduced during floor work. The assembly, use and removal of apparatus, should take place always under the supervision of the teacher.

Handling apparatus

This is an essential part of gym lessons. Time spent in teaching the correct ways of carrying and setting out equipment is time well spent. The orderly storage of apparatus helps both staff and children. Part of the children's education is in the handling of apparatus. In the early stages of the children's gymnastics education this may take longer than you desire and lead to less activity time. The later rewards will more than make up for this.

Apparatus layouts must be appropriate to the task/focus/theme of the lesson.

- Sit the individuals or groups of children in the area in which you expect the apparatus to be set up.
- Tell each member of the group which piece of apparatus they are getting out and how many are to carry each piece.
- You should supervise the lifting and carrying of pieces, and places where crowding or queuing may occur.
- All portable apparatus should be carried, not dragged, pushed or dropped.
- Children must not lift apparatus over the heads of other children.
- Children should look where they are going.

All children should eventually know how to handle and move all the pieces of equipment, however, in the early stages, it is often worthwhile allocating a child or group of children a particular job to enable apparatus to be put out and away more efficiently. Apparatus layouts and apparatus choice should be appropriate to the age/height of the children.

Assembly of Apparatus should be as follows:

1. Erect and assemble fixed apparatus - attach any ladders or planks as required.
2. Arrange portable apparatus. Attach any additional planks, ladders, benches, as required.
3. Position mats.

Re-storage of apparatus:

1. Detach all ladders, planks, benches.
2. Put away mats.
3. Return portable apparatus to storage position.
4. Disassemble fixed apparatus and return to storage position.

Resources

Games: see PE store in the hall

Gymnastics: see labelled areas around the hall

Dance: see PE store in hall

Music:

All music is stored in the hall.

Medical Conditions

Teachers should ensure that they are aware of existing medical conditions of any pupil who is participating in a P.E. lesson.

Epilepsy: Pupils with epilepsy need a letter from their family doctor and parents specifying the extent to which participation is to be permitted in P.E. lessons. Children with epilepsy should not be allowed to go high up on climbing apparatus; low level apparatus should be provided.

Information on pupils with other Special Educational Needs can be found in the document "Safe Practice in Physical Education" - BAALPE which is kept in the staff room.

Absence/Non-participation

A note should be provided from a medical professional if a child is not able to participate in P.E. lessons for any reason. If a child is not participating they should watch the lesson.

Clothing P.E. Kit Boys and Girls

Boys/Girls	Indoors	Outdoor
	<ul style="list-style-type: none">• White T-shirt• Navy shorts• Barefoot (unless medical conditions demand otherwise)	<ul style="list-style-type: none">• White T-shirt• Navy shorts• Plimsolls• Socks• Navy sweatshirt• Navy jogging bottoms

Jewellery

Jewellery is not permitted at any time.

Hair

Long hair should be tied back securely and plastic hairbands removed.

Changing

All children change together in their classroom under the teacher's supervision.

Staff

All staff must dress appropriately in sports clothing that enables them to move easily. A 'Staff Team CIS', polo shirt is provided for all members of staff. Appropriate footwear should also be worn for outdoor work and/or barefoot for indoor activities.

Duty of care

All teachers have a duty to take all reasonable care with children's safety and to act as a 'responsible parent' would in a similar situation.

Supervision

Effective and adequate supervision is crucial in P.E. where children may be involved in potentially hazardous situations, e.g. gymnastics classes should not be left unsupervised and supervision should be by a qualified teacher. (In the case of a student on teaching practice, the class teacher should always be present during gym lessons.)

Positioning

Teachers should position themselves between the wall and apparatus, looking inwards. They should move around to give teaching points and encouragement to individuals or groups for a short amount of time.

Discipline

Good discipline is essential throughout every lesson. Class control is important for safe practice and children should be trained well to respond to signals, e.g. to stop, listen and come down from apparatus. When the teacher is giving teaching points or talking, children should sit on the floor.

Children must be taught the safety rules and the teacher should constantly refer to and remind the children of them.

Children should be given direction as to how to use the apparatus and teachers should make it clear what the children are required to do on specific apparatus. They must not be allowed to do what they like. Noise levels should be kept to a minimum, with movement activity made in a controlled manner. Children need to be aware of signals a teacher might make and their meaning - to stop immediately or slow down an activity.

Accident procedure

Children should be sent to the medical room for attention by the welfare assistant. Accidents should be entered in the accident book in accordance with school policy.

Planning

The School Schemes of Work for Games, Dance and Gymnastics in conjunction with the programmes of study from the national curriculum will form the basis for planning. Previous experiences and achievements will be taken into account when planning to ensure progression and continuity.

Assessment and Reporting

Class teachers are continually assessing children's physical skills and development in all areas of the P.E. curriculum. Progress will be noted in annual reports to parents following national guidelines.

Monitoring and Evaluation

The P.E. Co-ordinator is responsible for:-

- ensuring that the requirements of the national curriculum and the school's P.E. policy is being met;
- ordering, storing and maintaining P.E. equipment and resources;
- keeping informed of current developments in P.E. and passing on information to staff through school-based INSET;
- reviewing and updating the policy for P.E.;
- monitoring planning of P.E. and observing selected lessons;
- providing support for newly qualified teachers.

Time allocation

Each class will have three P.E. lessons per week. Two sessions are timetabled for indoor work and one lesson is outdoors.