

PERRYFIELDS INFANT SCHOOL PHYSICAL EDUCATION POLICY



Helping each other to learn and grow

The Physical Education curriculum will enable all children to develop their body strength and manipulative skills. It will also contribute to the development of important personal and social skills necessary for life outside school as well as in other areas of the curriculum. The children will become aware of the importance of regular exercise as part of a healthy lifestyle and learn that being physically active is fun and enjoyable.

AIMS

- For all children to participate with enthusiasm
- To provide equal access for all children
- For all children to feel a sense of achievement
- For all children to enjoy and recognise the importance of physical activity
- For children to be physically active in and out of school
- To provide a foundation for the development of sporting hobbies in later life
- To develop a positive attitude towards problem solving and challenge
- To develop the enthusiasm and commitment needed to practise and improve personal skills

OBJECTIVES

- To develop body control, co-ordination, accuracy and range of skills
- To choose and apply skills appropriately for a specific purpose
- To develop and use their imagination
- To develop and apply strategies for problem solving individually, with a partner and in small groups
- To follow rules of participation and of safety
- To move and handle apparatus safely
- To recognise and give reasons why exercise changes the way their body feels
- To know why activity and play is good for them
- To be able to observe and describe their own and other's work by making simple judgements; to improve own work accordingly.

SUBJECT ORGANISATION

At Perryfields Infant School we use a combination of whole class, group and individual teaching in most Physical Education lessons. Class teachers will select the most appropriate methods for teaching and learning objectives set for each lesson and unit of work.

The Foundation Stage

We encourage the physical development of our children in the foundation stage as an integral part of their work. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Key Stage 1

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.

- Children in years 1 and 2 are taught dance, games and gymnastics. The school has adopted the scheme of work suggested by the local authority.
- Essex County Council programme is designed to provide continuity of provision within year groups and progressive development of skills knowledge and understanding throughout the Key Stage.
- The school is developing links with our partner junior colleagues in order to ensure there is clear continuity and progression between year 2 and 3.

GYMNASTICS

- Children learn to link, combine, remember and repeat sequences of movement with appropriate gymnastic movement.
- Use apparatus safely and controllably.
- Each week children build on their gym skills and adapt them accordingly.
- Children learn to evaluate their work and others by sharing ideas and suggestions.
- Children are given opportunity to share and display their work in competitions with encouragement.

GAMES

- Children learn a range of different game skills each week.
- Children are able to choose and use the simple tactics of a game.
- Equipment appropriate to the game is used safely.
- Children learn to work together in a team.

DANCE

- Children develop feeling, rhythm and expression.
- Children can show pose within balance and movement activities.
- Music is used for children to listen to and respond to in a way which makes them feel comfortable.
- We encourage opportunities for children to display their talents.

HEALTH AND SAFETY

Each class teacher is responsible for ensuring the safety and suitability of the equipment used, with reference to health and safety guidelines.

The Physical Education Subject Leader should ensure that:

- Staff are familiar with and follow current health and safety guidelines
- Equipment is kept in a good state of repair

The Head teacher is responsible for:

- Informing the PE Subject Leader of any changes to the guidelines and ensuring the appropriate action is taken
- Ensuring external safety inspections are carried out as required

Contribution of PE to teaching in other curriculum areas

All teachers plan together creatively making cross curricular links through a thematic approach. They plan for children to practice and apply the skills, knowledge and understanding acquired through PE to other areas of the curriculum.

English

PE contributes to the teaching of English in our school by encouraging children to describe what they and others have done and to discuss how they might improve their performance.

Computing

We use ICT to support PE teaching when appropriate. In dance and gymnastics children make video recordings of their performance, and use them to develop their movements and actions.

Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

Spiritual, moral, social and cultural development (SMSC)

The teaching of PE offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons. Groupings allow children to work together and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to co-operate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

BRITISH VALUES

National Curriculum subjects are taught in a cross curricular, creative thematic approach. All children are encouraged to learn about working together in pairs and groups and treating others with respect and tolerance, regardless of background and understanding rules within school and society in order to be prepared for life in modern Britain. Lessons, assemblies and the whole school ethos encourage children to learn about decision-making, making informed choices, debating and democracy and many school decisions are influenced through the pupils voice which is through the democratic process of the School Council.

ASSESSMENT AND TARGET SETTING

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. Attainment is recorded and used to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year. The subject leader has responsibility, together with senior management, for monitoring teacher's planning, children's achievements and the effectiveness of the policy.

INCLUSION

We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE

takes into account the targets set for individual children in their Individual Education Plans (IEPs). More Able children are identified and provided for so that lessons challenge and extend these children.

EQUAL OPPORTUNITIES

All children are provided with equal access to the PE curriculum. We aim to provide exciting learning opportunities regardless of gender, ethnicity or home background.

REVIEW

This policy will be reviewed, taking into account national and school based initiatives.

Signed

Dated