

Overdale Infant School and Pre-school



PE POLICY 2020/2021

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Policy Review Date:	September 2023	Hayley Holmes	Date:
Ratified by Governing Body:			
Name	Signature	Date	

Overdale Infant School and Pre-school
Physical Education (PE) Policy 2020

Intent

Physical Education has a vital role in every child's education at Overdale Infant School. We ensure that our curriculum develops the children's knowledge, skills and understanding so that they can perform a range of physical activities with increasing competence and confidence. In P.E, we also develop the selecting and analysing of strategies, problem solving and positive attitudes towards a healthy lifestyle. We enable our children to make informed choices about participation in physical activity throughout their lives and help to promote a lifelong love of exercise and activity.

Aims

1. To promote physical activity and encourage healthy and active lifestyles.
2. Encourage pupils to be physically active for sustained periods of time.
3. Pupils engage in competitive sports and activities.
4. Develop the competence of pupils to excel in a broad range of physical activities.
5. To develop positive attitudes to health, fitness, and the enjoyment of physical activity.
6. To ensure safe practice.

Objectives

1. To develop positive attitudes to participation in physical activity.
2. To make informed decisions about the importance of exercise in their lives.
3. To acquire and develop skills in a range of physical activities and sports.
4. To learn how to select and apply skills appropriate to the activity being undertaken.
5. To set individual targets and compete against themselves as well as others individually and also as team members (with an understanding of what being a good team member means).
6. To respond to a variety of challenges in a range of physical activities and environments.
7. To take initiative, lead activities and focus on improving aspects of their own performance.

Implementation

Teaching and Learning Style

We use a variety of teaching and learning styles in PE sessions, informed by best practice of the day. Our principal aim is to develop the children's knowledge, skills and understanding through a mixture of whole-class teaching and individual /group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage children to evaluate their own and others' performance.

Entitlement

Every child is offered a minimum of 2 hours of high quality PE a week. All children will learn and participate in the areas outlined in the curriculum map for P.E. Delivery is based on the Leicester PE Curriculum scheme of work. Children will also learn about and discuss physical activity through cross curricular themes and sessions in PHSE, Circle time, IPC and during Health Week. The school will also, where possible, offer opportunities for activities in partnership with external organisations.

Equal Opportunities and Inclusion

Children will be encouraged to participate and enjoy all areas of the PE curriculum to the full extent of their capabilities. Adaptations for cultural differences or religious beliefs will be made wherever possible. Appropriate adaptations will be made for those children with specific needs in order to participate in PE.

The Learning Environment

Children use the school playground which is divided into clear areas for outdoor P.E lessons and they also have use of the school hall for indoor P.E lessons.

The Early Years Foundation Stage (EYFS)

We encourage the physical development of children in our foundation stage as an integral part of their work. We relate the physical development of the children to the EYFS Early Learning Goals. We give all children the opportunity to do activities that offer physical challenge, both indoors and out and by using a wide range of resources to support the learning and development of skills.

Extra Curricular Opportunities

Children are offered the opportunity to engage in a variety of extra-curricular activities, at lunch time or after school. Clubs are run either by members of staff or by outside agencies.

Role of Parents

Parents are expected to provide their child with a basic PE kit (white t-shirt, plain shorts, jogging bottoms, a plain jumper, a pair of plimsols and a pair of trainers). Parents are expected to inform their child's class teacher if their child is unable to participate in PE due to illness or injury.

Health and Safety

1. A change of clothing must be worn for indoor and outdoor activities for both curriculum and extra-curricular activities.
2. Long hair should be tied back.
3. No jewellery should be worn.
4. Children are expected to remove their own jewellery (including piercings) or get parents to do so before school.
5. For our children a member of staff will ensure inhalers are on hand immediately during PE lessons.
6. Children should warm up and cool down at the start/end of each session.
7. Children will be taught to move apparatus safely and each teacher/club leader is responsible for the safe arrangement of apparatus.
8. New staff should have an induction on how to use the school P.E equipment safely.
9. It is the teacher/club leader's responsibility to put away equipment safely, securely and in the appropriate place.
10. Staff should wear appropriate kit for teaching PE.

Managing and Checking the PE Area and Equipment

An annual inspection is carried out on all the gymnastics equipment. Prior to a sporting activity taking place a visual inspection needs to be checked for obstructions and spillages by the member of staff teaching the lesson. Staff need to check the equipment is suitable for the purpose of the lesson and relevant to the age and ability of the children in the session. Damaged and faulty equipment must be removed from the PE area. The damaged equipment needs to be reported to the PE Lead and Premises Officer, if it cannot be removed it needs to be cordoned off.

Impact

Assessment in PE is in line with the school's Assessment Policy.

In EYFS, information may be collected on class iPads using the Evidence Me programme as well as pieces of work being collated in children's Learning Journey folders. Assessment grids are used to record achievement.

In Key Stage 1, teachers complete assessments relating to the learning objectives in the National Curriculum. Evidence is taken from practical tasks and learning recorded in books.

Monitoring and Evaluation of the Subject

PE will be monitored and evaluated as part of the School Monitoring and Evaluation Policy. INSET in PE will take place within the school as deemed necessary and staff will have the opportunity to access CPD externally. Staff are responsible for what is taught in their class in PE, including sessions by external coaches. The monitoring of the standards of children's work and of the quality of teaching is the responsibility of the PE lead. The lead will also support colleagues in the teaching of PE and provide a strategic lead and direction for the subject in the school. They will also review evidence, undertake lesson observations and monitor resources.

Sports Premium Funding

For information about how the School spend the Sports Premium Funding, please see the School website.

Review

This is a working document and as such will be reviewed as and when needed.

Date: September 2020

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