



## **Physical Education Policy**

**Approved by FGB in May 2017**

**To be reviewed November 2021**



**Artsmark  
Silver Award**  
Awarded by Arts  
Council England



Derbyshire Healthy Schools  
Community Award

**Headteacher: Mrs Zoë Andrews**

## Physical Education (PE) Policy

### 1 Aims and objectives

**1.1** Physical education develops the children's knowledge, skills and understanding so that they can perform with increasing competence and confidence in a range of physical activities. For the young children at Tibshelf Infant and Nursery School these include dance, games, gymnastics and outdoor activities. In addition to this, we include adventurous activities and opportunities in our PE provision out on the playground for children to access. In Physical education pupils establish and maintain lifelong habits of being physically active. We develop positive attitudes towards physical exercise and an awareness of how exercise contributes towards healthy lifestyles.

**1.2** The aims of PE in Key Stage One are:

- to make children aware of the importance of a healthy active lifestyle;
- to enable children to develop and explore physical skills such as running, jumping, throwing and catching with increasing control and co-ordination;
- to develop balance, agility and co-ordination and begin to apply these in a range of activities;
- to encourage children to work and play with others in a range of group situations, developing simple tactics for attacking and defending;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to promote the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

**1.3** The aims of Physical Development by the end of the Early Years Foundation Stage are:

- to show good control and co-ordination in large and small movements
- to move freely, confidently and with pleasure in a range of ways, safely negotiating space
- to travel with confidence and skill around, under, over and through balancing and climbing equipment
- to handle equipment and tools effectively

**2 Teaching and learning style**

**2.1** We use a variety of teaching and learning styles in PE lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching, group and individual activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

**2.2** In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended;
- setting tasks of increasing difficulty, where not all children complete all tasks;
- providing a range of challenge through the provision of different resources and equipment.
- using able children as role models.

### **3 PE curriculum planning**

- 3.1** Physical Development forms part of the Early Years Foundation Stage and as required we teach towards the Early Years Goals. PE is a foundation subject in the National Curriculum and as required, we teach the Key Stage 1 objectives.
- 3.2** Each Key Stage 1 class receives two hours of taught physical activity per week. This includes 1 hour of Physical Education and 1 hour of physical activity, which over the year involves children learning different sports and sporting skills, and taking part in different physical activities. In addition to this, many of our learning activities across the curriculum involve children being active, both inside and outside the classroom. All PE lessons have clearly defined learning intentions, which are carefully planned to ensure progression across the different age groups within school.
- 3.3** The PE activities build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the planning, so that the children are increasingly challenged as they move up through the school.

### **4 Teaching PE to children with special needs and disabilities**

- 4.1** 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/or physical disabilities, and work in PE takes into account the targets set for individual children in their Individual Education Plans (IEPs). Additional support is provided for children with physical disabilities as identified.

### **5 Assessment and recording**

- 5.1** Teachers assess children's work in PE by making assessments as they observe them working during lessons. When appropriate they record the progress made by children against the learning intentions for their lesson.
- 5.2** Children's achievements and progress are noted each week in PE and awards are given in star assembly for the child in each year group noted

for progress, leadership and performance. Children's sporting achievements and engagement in physical activities outside school are also celebrated in school.

## **6 Health and safety**

**6.1** The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to come to school in suitable clothing on the day that PE is taught. The school policy is that no jewellery is to be worn for any physical activity. We recommend that parents/carers and/or children remove any jewellery for taught P.E. sessions if they can. If not, the teacher covers the jewellery with surgical tape. We also recommend that parents/carers or children tie hair up for taught P.E sessions.

## **7 Monitoring and review**

**7.1** The monitoring of the standards of children's work and of the quality of teaching in PE is the responsibility of the PE subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The PE co-ordinator undertakes lesson observations of PE teaching across the school and completes an annual learning walk.

**Tibshelf Infant and Nursery School is committed to safeguarding and promoting the welfare of children.**

**Approved: May 2017 To be**

**Reviewed: April 2020**

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