Holtsmere End Infant and Nursery School

PE Policy

Date: March 2025

Signed:

Nicola O'Connell – Headteacher

Jane Bisseker – Chair of Governors

At Holtsmere End Infant and Nursery School

We aim:

- To offer a holistic approach to Physical Education that includes healthy eating and mental wellbeing together with physical exercise.
- To know about, value and understand the benefits of participation in physical activity whilst at school and throughout life.
- To grow in self-confidence and personal satisfaction through involvement in physical activity, this will be useful in all areas of life.
- To develop an appreciation of fair play and good sportsmanship and so learn to cope with both success and disappointment.
- To develop their ideas in a creative way
- To develop a positive and enthusiastic approach to all aspects of P.E.
- To recognise the importance of living and maintaining a healthy lifestyle.

Objectives:

- We believe that the children's confidence will increase in their physical skills and that they will learn clearly when provided with opportunities to plan, perform and evaluate their work.
- In the Foundation Stage physical development is about improving the skills of coordination, control, manipulation and movement through developing children's gross and fine motor skills. The Early Years Foundation Stage framework highlights other important aspects of physical development. Firstly it helps children gain confidence in what they can do, enables them to feel the positive aspects of being healthy and active and to develop their independent skills in the area of self-care.
- In Key Stage 1, children build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to play and work with other children in pairs and small groups. By watching, listening and experimenting with movement and ideas they develop their skills in movement and their coordination, and enjoy expressing and testing themselves in a variety of situations.

Children:

- Will take part in a variety of competitions and festivals allowing children of all abilities to experience a wide variety of sporting activities.
- Have access to free school clubs at lunchtimes and after school, such as Dance, Football and Trampolining.
- Pupil voice is important at Holtsmere. Termly meetings with pupils take place, we listen to children's ideas and help turn them into reality.
- Find out what they can do as they explore a range of basic skills, actions and ideas, such as running, jumping and turning, rolling, throwing or kicking a ball and responding to music in dance.
- Learn to practise by repeating what they have done in ways that make it better, such as making movements more controlled, effective or expressive.
- Use movement imaginatively to communicate ideas and feelings

- Watch, copy and describe what they and others have practised, to build their awareness of how to improve the way they move and play.
- Recognise that their bodies feel different when they run short or long distances, move slowly or suddenly.
- Learn to use space safely when they work alone and with others, showing increased control over their movements.
- Learn to carry and place apparatus safely with guidance.

Teaching methods:

We believe the best ways for teaching physical skills to our children in order to increase confidence and performance are through:-

- Where possible – a multi-sensory approach.
- Clear guidance and constant reinforcement of the objectives.
- Demonstration
- Organising opportunities for a range of physical competencies in a variety of settings.
- Ideas generated by the pupils themselves encouraging peer praise and assessment
- The use of appropriate resources, equipment and apparatus.

We have used 'Game On' and Watford FC to come into school and teach lessons in order to upskill teachers.

Assessment, Recording and Reporting:

- We feel for our children that the most valuable form of assessment is with the child-through praise and discussion in a direct and immediate response to the child's performance.
- Encourage each child to take on the role of positive assessor with regards to themselves and each other. I-pads and cameras to be used where possible to show to children their own performances to allow them to self-assess.
- Through evaluation of weekly lessons, noting briefly the general outcome of the lesson which also ensures on-going informed planning.
- Photographs to be taken and annotated by the class teacher where possible.
- Four times yearly, children in the EYFS are assessed against the appropriate Development Matters age band statements for their level of development.
- End of year report.

Planning:

The school follows the Get Set 4 PE programme, which provides full coverage of National Curriculum for PE in Key Stage 1. The programme is adapted and augmented where appropriate to ensure the needs of all of our children are met.

-Where the curriculum is delivered in conjunction with Watford Primary Stars or Game On, the class teacher will liaise with the provider in order to achieve appropriate coverage. The PE co-ordinator will ensure whole school coverage, monitor provision of the curriculum by Watford Primary Stars and Game On and support teachers in the delivery of lessons.

-We ensure a minimum of 2 hours of taught PE session each week indoors and outdoors. EYFS have allocated hall slots, but also provide for many opportunities of physical activity as part of their outdoor learning.

In the EYFS**,** the children are taught to develop and practise their gross and fine motor skills through the area of Physical Development. Objectives are based on the appropriate age related Development Matters statements from the Early Years Foundation Stage framework. Opportunities to develop children's skills in Physical Development are also planned through daily indoor and outdoor opportunities and activities during child initiated learning.
A broad and balanced physical education curriculum will be provided which meets the National Curriculum Requirements; covering these four aspects:

- 'Acquiring and developing skills'
- 'Selecting and applying skills, tactics and compositional ideas'
- 'Evaluating and improving performance'
- 'Knowledge and understanding of fitness and health'

These aspects are closely interlinked. For example, the evaluating and improving of performance should take into account the relationship between developing, selecting and applying skills, tactics and compositional ideas, and fitness and health. The quality of a performance and the selection of skills, tactics and compositional ideas are affected by the range and level of skill, the type and degree of fitness, and the understanding of the concept of the activity.

Health and safety will be considered when planning and implementing the scheme of work and the children will be encouraged to have a good understanding of safe practice in a working environment. The health and safety document should be referred to as necessary.

To inform our planning we refer to the National Curriculum, Val Sabin and The Early Years Foundation Stage framework.
We cover the core programme of Games, Gym and Dance, over the year, and are aiming to ensure a minimum time allocation of 2 hours per week.

Planning for Progression and Continuity:

Progression should be based on providing pupils with progressively challenging but realistic learning experiences, which reflect their physical, social, cognitive and emotional stage of development.

The basic principles of changing space, adapting a task, altering equipment, changing the number/position of people (STEP) will provide the framework for progression of skills.

During the ages of 3-7 there is a general progression from what the child can do to how the child does the activity.

- From dressing and undressing and knowing the names of the body parts to children understanding the principles of hygiene and taking responsibility for safe exercise.
- From early movement explorations to acquiring and developing a range of skills that show improved control and coordination.
- From the simple selection and application of skills in a series or in combination to the planning and use of more complex sequences.
- From being able to describe what they see being performed to make simple evaluations of performance and being able to use this information to improve the quality of their work.
- From knowing, that exercise makes them hot or out of breath to developing an understanding of why activity might be good for them and how important it is to their general health and well-being, and how different types of fitness affect their performance.

Organisation, Safety and Discipline

When teaching any PE activity, staff should be suitably dressed in tracksuit bottoms (or trousers that can be moved around in), t-shirt and trainers or appropriate sporting footwear.

Agility apparatus is stored around the edges of the hall, making it accessible for the children. Each group is then responsible for lifting and carrying the apparatus; children must face the way that they are going and listen to their group leader who will say “123 lift”. Or “stop...123 down

Children should understand and follow the rules for safety when moving and using apparatus and equipment.

In gymnastics, children should work in groups of no more than 5 with and maximum of 2 children per a piece of equipment. There should be no queues for apparatus, instead children should either:

1. Use the other piece of apparatus allocated to the group.
2. Use their individual mat to practice and refine movements.
3. Use the floor space to practice and refine movements.

6 children can go on the frame at one time, with 3 on each half. Children should be frequently reminded that there should be no hands on the top rail.

Baskets with a variety of small games equipment are used for indoor or outdoor games. Outside they are used in conjunction with the colour-coded grids.

Children in the Nursery will take shoes & socks off for hall activities.

Years R-2 should change into their PE kits of shorts and t –shirt, which are in house colours and are provided by the school. Children will be barefoot for all indoor activities. For outdoor activities, children will wear appropriate footwear such as plimsolls or trainers.

Jewellery should not be worn for any PE activities. If children are wearing earring studs, bracelets or necklaces for a culture reason, they must use micro-pore tape over the top to secure them.

Children should understand and follow the teacher's instructions. Children should respond immediately to the command STOP and cease all activities. If children are on the apparatus when given this instruction, they should come off slowly and carefully and sit by the apparatus.

Inclusion:

All children at Holtsmere End Infant and Nursery School will be given appropriate opportunities to develop skills to the best of their ability. Boys and girls are encouraged, and expected, to take part in all PE activities.

Appropriate provision and/or adaption to the PE curriculum may be required for children with Special Educations Needs in order for them to participate in PE. We take advice from outside agencies such as physiotherapist for children with physical disabilities.

All children have the opportunity to attend competitions organised by the DSSN.

Extra-Curricular Activities

At lunch playtimes there is equipment available and the Midday Supervisory Assistants provide activities for children in Reception, Year 1-2. There are also outside agencies (Game On, Watford FC , Yoga) that come in to provide other structured lunch games and activities.

As we have extensive climbing apparatus there is a timetable ensuring all children have access to this invaluable and challenging equipment.

A sports day is held once a year in the summer term.

Cross Curricular Skills and Themes:

Many opportunities arise to link PE with other curriculum areas including:

Music: responding to music through dance

Geography: direction skills, dances from around the world.

Mathematics: Position and Direction vocabulary.

Science: naming body parts, understanding how the body works, importance of fitness and health, changes to the body during exercise.

RE: dances from different cultures.

PSHE: the importance of a healthy lifestyle

Promoting of spiritual, moral, social and cultural development

- spiritual development is addressed through various areas of activity within physical education
- in Dance, through children's exploration of ideas, feelings and meaning and making sense of them in a personal way in their own creative work.
- in games, through team spirit
- development of personal values, including the difference between right and wrong, trust, being fair to others and the ability to follow simple rules safely for the benefit of themselves and others.
- development of social skills, including cooperation, collaboration, teamwork and communication

- cultural development, Dance enables pupils to explore and express ideas, thoughts and feelings in relation to a range of cultural contexts as well as appreciate dance from different cultures, times and places.

Role and responsibilities of the Subject Leader

- To write and review a subject leader action plan
- To monitor and review teaching and learning in P.E. including planning, observations, work scrutiny, learning environmental walk, pupil and staff questionnaires
- To provide challenge and support to staff
- To encourage high expectations of all pupils including children with SEND, disadvantaged children and most able children
- To ensure continuity and progression and learning experiences throughout the school
- To monitor and evaluate pupil progress and teaching and learning in P.E.
- To track, monitor, collate assessment data and to raise standards through feedback and discussion with staff
- To contribute towards staff meetings
- To identify strengths and weakness across the school and feedback information to the Headteacher
- To identify any necessary resources/CPD requirements in your subject
- To keep up to date with developments in Physical Education and disseminate information to colleagues as appropriate
- To report to Governors when required
- To undertake any other activities detailed in the subject leader job description and person specification