



St Mildred's Primary Infant School

Physical Education Policy

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Heads of School

Date written: **January 2024**

Date agreed and ratified by Governing Body:

Rationale

At St Mildred's Infants our aim is for children to achieve their own physical potential, discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity. Alongside this, we aim to value the benefits of a healthy balanced lifestyle and encourage them to be actively involved in a variety of physical activities which are both formal and informal.

Intent:

St Mildred's recognises the value of Physical Education (P.E). We fully adhere to the aims of the national curriculum for physical education to ensure that all children:

- develop fundamental skills to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- have the opportunity to engage in competitive sports and activities'
- lead healthy, active lives.

Equal Opportunities and Inclusion

All children have equal access to PE in order to develop their personal skills. We understand equality to mean treating everyone fairly and with dignity and by valuing their individual characteristics such as their age, disability, gender identity, race, religion, socio - economic circumstances or any other visible or non-visible difference. Through careful planning, monitoring and assessment we ensure that all our pupils: 1. have equal access to PE resources; 2. have equal opportunities to develop their PE capability; 3. are taught skills which are appropriate to their age and ability. 4. have equal access to take part in all sports regardless of gender or ability. We aim to teach children to uphold where applicable British values and a mutual respect and tolerance of those with different faiths and beliefs .

Implementation

The government recommends that all Primary School children should have access to 2 hours timetabled P.E. curriculum provision per week. In addition, extra P.E. activities can be provided through lunchtime activities and schools after school clubs.

The hall timetable is allocated for two sessions per week for each class in KS1 and one session for Reception classes. This class will have priority use of the hall, playground or school field depending on the activity that is being taught.

Teachers follow a long term overview when planning P.E. to ensure that all areas are covered.

Teachers plan, using The PE Hub <https://thepehub.co.uk/>

Teachers also plan for multi skills activities using Sports Hall Infant resources.

We utilise 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 achieve this through the use of whole-class teaching and individual or group 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. 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 and can have a variety of results.
- Setting tasks of increasing difficulty, where not all children complete all tasks.
- Teaching children to be responsible for their own challenge.
- Providing a range of challenge through the provision of different resources.

Apparatus and equipment

There is a selection of apparatus to use in the hall for gymnastic work that is easily manoeuvred by staff and children (see P.E. 'Health and Safety policy'). The smaller equipment for use in other activity areas by both the Foundation Stage and Key Stage One is stored in labelled baskets and boxes on shelves in the 'P.E. Cupboard' located in the hall. There is also the same equipment in the P.E. shed for children to use outside. General maintenance of the equipment on the shelves is cared for by the PE co-ordinator and sports coach.

Assessment and reporting

Teachers assess continually throughout individual P.E. sessions to help future planning and in terms 2, 4, and 6 assessments are given to the subject leader. Teachers keep their own records but report the number of children who are emerging or exceeding in the chosen P.E. area. Teachers report P.E. assessments to parents through written and verbal reports.

Competitive Opportunities for Everyone

We believe there should be a balance between personal activity, self-improvement and competition. This should include teams, groups and competitions, which pupils make up themselves. Additional opportunities in a range of competitive activities will be provided whenever possible through extra-curricular clubs, and through taking part in tournaments and festivals against other schools.

The school holds an annual inter house multiskills competition in term four and a sports day for KS1 and Reception during the summer term.

The school works with Thanet Passport and School sports coordinators (SSCO) to maximise all opportunities for participation.

Impact

We ensure that our PE curriculum is progressive and allows children to develop fundamental skills and apply them to a variety of sports and activities. All children are provided with the skills and given opportunities to demonstrate improvement to achieve their personal best. Our pupils are physically active and this has positive implications on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of exercise. We hope children enjoy PE and develop a love of sport, and physical activity, that they pursue outside of school and in future life. All pupils understand the values and importance of fair play and being a good sportsperson.

SEND

Supporting SEND in PE At St Mildred's we believe that all pupils are entitled to a broad, balanced and relevant curriculum and teachers match the learning to the needs and abilities of all of the pupils. We use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning. In every PE lesson there are a range of strategies used to ensure inclusion of all pupils.

These include:

- Adult support
- Quality first teaching to ensure the way lessons are planned and delivered meet the children's needs
- Differentiated levels of challenge
- Parallel activities to ensure children are working towards the same objectives
- Visual aids
- Pre teaching of specific skills prior to the lesson
- Sharing objectives and success criteria visually as well as verbally
- Peer support
- As well as these strategies we also meet the needs of specific children with targeted interventions such as fizzy to develop gross motor skills, clever hands to develop fine motor skills, sensory circuits, balance bikes and writing with sport.

Signed Date

Chairman of Governors

Signed Date

Headteacher