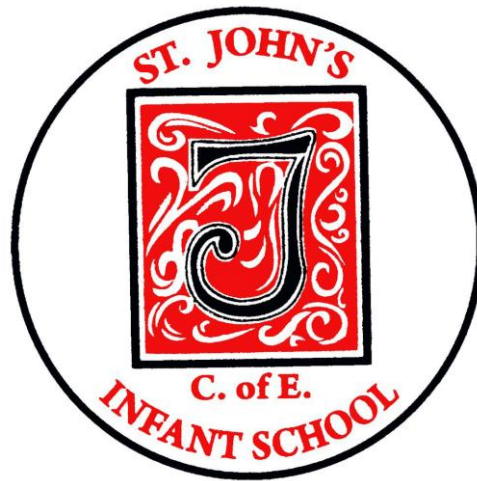


PHYSICAL EDUCATION POLICY

St John's Church of England Infants School



Date Approved	Sep 2025
Review date	Sep 2026

From the smallest of seeds fed with faith and love our St John's family will flourish and grow

All of our policies are written with the aim of improving our school and of realising our Christian vision:



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Our vision underpins every document, procedure and decision made within our setting. We are committed to enabling all members of our small community to **flourish and grow** through the values of faith and love and to ensuring that they go on equipped for 21st century living and to have a positive impact on the world.

Based on the teachings of Matthew 13:31

Introduction

St John's recognises the vital contribution of physical education to a child's physical, cognitive, social and emotional development as well as the role it can play in a child's spiritual, moral and cultural development.

We aim to provide a broad and balanced P.E. curriculum to aid children's increasing self-confidence in their ability to manage themselves and their bodies within a variety of movement situations. Through a balance of individual, paired and group activities, we aim to cater for the different strengths, needs and preferences of each child, using differentiated activities where appropriate. We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.

We plan a range of activities that aim to provide children with a broad base of movement knowledge, skills and understanding, which they can refine and expand throughout their primary school years. All children are encouraged to join clubs and extend their interest and involvement in sport.

We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This work is closely reflected in our policy on Personal, Social and Health Education (PSHE) and our policy on Science.

Through the Government Funding for sport, where possible, the school

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will provide opportunities for pupils to work with PE specialists. The funding will support PE training by providing opportunities for teachers to work alongside specialist teachers. The funding will be used to support after schools clubs, transporting children to competitions and give the children far more access to specialised equipment within school.

We offer different experiences for different age groups so all will get a range of appropriate challenges as they move through the school.

Aims of the PE curriculum within our school

Physical development

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To be aware of the different shapes and movements that can be made with the body.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
- To appreciate of the value of safe exercising.

Social and emotional development

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play and understand that even in sport rules need to be followed.

Cognitive development:

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills,

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tactics and compositional ideas.

- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Spiritual, moral and cultural development:

- To develop a positive attitude to themselves and others.
- To experience a range of differing activities and realise that physical activity doesn't have to be about winning a competition - doing your best is as important.
- To be able to encourage others and give praise for their achievements so that when children perform they do not fear failure.
- To treat your team, the opposition and the referee with respect.
- To raise self-esteem through opportunities to celebrate sporting success.

The PE Curriculum

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In the Reception Class (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours every week.

Pupils across the school engage in high quality PE lessons during the course of each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills team games, gymnastic and dance activities.

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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 each child.

We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events in athletics or creating a sequence of movements in gymnastics from a choice of movements that children are allowed to select from
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. developing and refining gymnastic techniques or swimming longer distances
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment, bean bags rather than balls.

PE curriculum planning KS1 and KS2

PE is a foundation subject in the National Curriculum. We follow plans written by the Greenacre Sports Partnership team. Each year group has a set of planning specific for the level of the children in that year group. Each year group has planning for: Hockey, Gymnastics, Dance, Football, Rounders, Basketball, Badminton, Rugby and Athletics. KS1 also have Infant agility and Multi skills.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan is written by the PE coordinator and is a simple 2 year cycle grid of the suggested sports activities/ topics that will take place each term in each year group. Medium term planning is carried out by class teachers in which they drag the digital Greenacre plans onto Cornerstones timetables. Short term planning is completed by the teachers. It is the teacher's responsibility to adapt all Greenacre plans on Cornerstones timetables to meet the needs of their specific class..

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We plan the PE activities so that they build upon the prior learning of children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression built into our long term plan, so that the children are increasingly challenged as they move up through the school.

Foundation Stage

We encourage the physical development of our children in the reception class as an integral part of their work. Children in the Foundation Stage are taught using the Development Matters Framework and a scheme of work from Greenacre. 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. Children have a structured PE lesson once a week where they are taught how to undress and dress themselves as well as gymnastics, ball skills, balancing skills and jumping skills.

Teaching PE to children with special educational needs

At our school we teach PE to *all* children, whatever their ability. PE forms part of the school curriculum policy to provide a broad and balanced education for *all* children.

- Through our PE teaching we provide learning opportunities that enable all pupils to make progress.
- We do this by setting suitable learning challenges and by responding to each child's different needs.
- Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.
- When progress falls significantly outside the nationally expected range, staff adapt a range of factors – organisation, teaching materials, teaching style, differentiation – this ensures that our teaching is matched to each child's needs.

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Equal Opportunities

All teaching and non-teaching staff are responsible for ensuring that all pupils, irrespective of gender, ability, ethnic origin and social circumstances, have access to the whole curriculum and opportunities to make the greatest progress possible in all areas of the curriculum while at our school.

PE is taught in mixed groupings with girls and boys having an opportunity to take part in all activities. All extra-curricular activities are open to boys and girls.

Assessment and recording

Assessment for learning is made through short term observations of children's work, through discussion with the children and through their own self-assessment.

Teachers are encouraged to make use of a camera/iPad - in accordance with GDPR - to record the children for assessment and to compile a PE progression portfolio.

At the end of each term teachers assess the children and their PE skills using a three strand method against levels expected for their year group, for example:

- An average performing child would be assessed as meeting for that year grp
- A high performing child would be assessed as Exceeding
- A low performing child would be assessed as below

Teachers in the Foundation stage assess the children at the end of each term against the development matters framework for Moving and Handling and Health and Self-care. They place the children into the relevant age bracket in months that the child is working within and plan to cater for the needs of the children.

Resources

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A wide variety of shared PE resources for teachers are available. These include resource books and notes, children's task cards, dance tapes, teachers' lesson plans and published materials. All Greenacre plans are available in digital format under Staff Share in the PE Curriculum Planning folder.

Outdoor Games equipment is kept in the PE sheds on the playground. Children must be supervised in collecting and returning equipment to the shed by an adult at all times.

Gymnastics apparatus is kept in the hall. We expect the children to help set up and put away this equipment as part of their gym lessons. By so doing, the children learn to handle equipment safely. The cyber coach computer is stored in the hall along with dance mats too.

The PE Manager is responsible for supervising the maintaining of PE resources, monitoring their use and organising the PE storage areas. The PE Manager plans the purchase of resources each year, based on the annual PE budget and Sports Premium Funding.

Health and safety

The general teaching requirements for health and safety apply in this subject. We encourage the children to consider their own safety and the safety of others at all times and during all activities. We expect children to change for PE into the agreed clothing for each activity area. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE themselves. The policy of the governing body is that no jewellery, other than that which is religious, is to be worn for any physical activity in this subject.

The teacher should have the safety of the children at the forefront of his/her mind.

The following general points should be considered when teaching PE.

- The teacher should dress in PE kit with appropriate footwear.
- The children should change into appropriate clothing for any physical activity for safety and hygiene reasons. Baggy clothing should be discouraged and T shirts should be tucked in.
- The teacher should be aware of what the children are doing throughout the session and should not leave them on their own

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at any time.

- If a child constantly forgets their PE kit, a letter should be sent to the parents, reminding them that PE is part of the National Curriculum and it is therefore necessary that their child's kit is in school ready for the lesson.
- The gymnastic apparatus must be moved only when there is a member of staff present to supervise.
- All equipment should be returned to its proper place and checked by a member of staff.

Gymnastics Apparatus

- All children MUST be barefoot when climbing on the equipment
- All children must wear shorts (unless stated for religious reasons)
- All children must tuck their t shirt into their shorts.
- All children should remove all jewellery for PE lessons.

Extra-curricular Activities

These are an important part of a child's Primary education. They enable pupils to develop particular skills and further their interests in one or more sporting activities. They help to introduce a competitive element to team games and promote co-operation and a sense of being a 'good sport'. The school provides a range of non-curricular time PE activities for children to participate in throughout each year.

Every lunchtime competitive physical games and activities are on offer on the playground.

A sport coach from HSSP delivers a sports club every week to targeted children and their parents. This is to improve the physical health of our school community and to promote better engagement with schooling for some of our more distant parents.

Sports Day

Foundation Stage and KS1 hold their Sports Day on the school playground in the summer term.

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Mental well being

As an accredited pioneer school of well being, mental health is just as important to us as physical. One affects the other . To support mental health work a variety of strategies are embedded into our curriculum work at this school:

- Classes have worry boxes
- Holiday homework contains wellness tasks
- The website has weekly family wellbeing activities
- We brain breathe for 10 minutes a day in class
- There are regulation stations inside and outside the building on site
- We offer ELSA counselling daily
- We provide a range of therapeutic support systems to targeted individuals

Monitoring and review

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 delivery of PE, providing training for staff where needed, being informed about current developments in the subject, and providing a strategic lead and direction for the subject within the school. The PE subject leader gives the head teacher an annual summary report in which they evaluate the strengths and weaknesses in the subject and indicates areas for further improvement within the subject for the following year.

Policy review

In accordance with school procedures, this policy will be reviewed annually by the governing body and updated as and when appropriate by the subject manager.

St John's School values and celebrates diversity and endeavours to meet each pupil's individual needs.

We aim to provide equal opportunities for all our children to learn and develop

As a learning community we will promote inclusive policies and practices.

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