



Chater Infant School

**An exceptionally high performing professional
and learning culture creating excellent
achievement for all.**

Physical Education

Rights Respecting School Agenda

*We have the right to go to school
We have the right to learn.*

Article 3 - The best interests of the child must be a top priority in all actions concerning children
Article 28 - Every child has the right to an education (from the National Convention on Rights of the Child)

This policy will be equality impact assessed with regard to disability, gender and race at the time of review and issues arising will be carried forward into the equality action plan.

Date Ratified	June 2022
Review Date	June 2025

Chater Infant School is a Rights Respecting School

Therefore, we adhere to the United Nations Convention on the Rights of the Child. Articles particularly pertinent to this policy are:

Article 3 - The best interests of the child must be a top priority in all actions concerning children

Article 19-We have the right to be safe

Article 24: We have the right to be healthy, to have good food and water and to see a doctor if we are ill.

Article 28 - Every child has the right to an education.

Article 29: We have the right to become the best that we can be.

Article 31- Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

At Chater Infant School we are working towards gaining recognition of our work as a Rights Respecting School. Each class has its own agreement and the school is now working towards a Whole School Agreement that will outline the rights and responsibilities of all pupils.

Our aims:

We recognise the value of Physical Education (P.E.) Our aims as a school are to ensure that all children:

- develop confidence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities, developing an appreciation of fair play and good sportsmanship and so learn to cope with both success and disappointment.
- develop their ideas in a creative way
- develop a positive and enthusiastic approach to all aspects of P.E.
- recognise the importance of living and maintaining a healthy and active lifestyle
- have fun and experience success in sport

P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life.

Objectives:

P.E. is taught as an area of learning, as well as integrated where possible with other curriculum areas. Nursery and Reception have a minimum of one PE session a week and two sessions per week in KS1.

In the Early Years Foundation Stage (EYFS) physical development is about improving the skills of coordination, control, manipulation and movement through developing children's gross and fine motor skills. The EYFS framework highlights other important aspects of physical development as well: to help children gain confidence in what they can do, enable them to feel the positive aspects of being healthy and active, and develop their independent skills in 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 coordination, and enjoy expressing and testing themselves in a variety of situations.

Some of the ways that children will grow/explore:

- 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, to increase confidence and performance are through:

- A multi-sensory approach
- Clear guidance and constant reinforcement of the objectives
- Demonstration and modelling (direct teaching of skills and subsequent skills practice by the children, under the supervision of the teacher)
- 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
- Using praise and encouragement including house points

A range of resources and creative teaching strategies are used to actively engage pupils in participating in lessons. Staff ensure that pupils of all abilities are able to access the P.E. curriculum to ensure a positive relationship with physical activity from an early age. Children are given the opportunity to choose differing levels of challenge. Our curriculum takes into consideration the range of pupils' needs to ensure continuity and progression in learning is provided and P.E. lessons are suitably differentiated to support and challenge pupils.

Assessment, Recording and Reporting:

All assessment procedures are in line with the school's Assessment Policy.

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. Cameras are used at times to show children their own performances. Each unit of work is recorded in the class learning logs to allow them to self-assess. Staff also evaluate weekly lessons, noting the general outcome of the lesson which also ensures on-going informed planning.

Throughout the year, children in the EYFS are assessed against Development Matters Non-Statutory Curriculum Guidance for the Early Years Foundation Stage.

In KS1 staff assess against the National Curriculum attainment targets. Class teachers record on the Foundation Subject Assessment Sheet whether children are working towards the expected level, at the expected level or above the expected level. This occurs at the end of every term: Autumn, Spring, Summer. The achievements of all pupils are also noted in the relevant box on Reports at the end of the Summer Term.

Planning:

EYFS:

There are two areas of learning that relate to P.E.: Personal, Social and Emotional Development (Managing Self) and Physical Development (Gross Motor Skills).

- Managing Self- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.
- Gross Motor Skills- Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Children in the EYFS have access to an outdoor space throughout the day. The space has large, fixed climbing equipment and a variety of resources that the children can explore and use, e.g., push bikes, pedal bikes, balls, hoops, beanbags etc. Physical Development lessons give children the opportunity to practise movement skills through games with the use of resources, e.g. cones, balls, and hoops. They participate in activities where they can practise moving in different ways and at different speeds, including balancing, target throwing, rolling, kicking, and catching. These skills can then be built upon when children enter KS1.

KS1

Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Children are taught to:

- master basic movements including running, jumping, throwing, and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities and routines
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

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 and The Early Years Foundation Stage framework.

We cover the core programme of Games, Gym and Dance over the year. P.E. is taught in blocks and where possible, links are made to other curricular areas.

Planning for Progression and Continuity:

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 making 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.

Monitoring and Evaluation

Planning is monitored by the subject leader each term. Feedback is given to the Staff. Lesson observations will be carried out by the subject leader. The observations will have a specific focus, related to the Precision Focused School Development and Success Strategy, and the P.E. Action Plan.

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"
- Photographs on the wall ensure that the apparatus is put back in the same place. The apparatus is also linked in conjunction with the same colour floor mats
- 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 a 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.
- Colour coded baskets with a variety of small games equipment are used for indoor or outdoor games. These can be used in conjunction with their house colours
- Children in the Nursery will take shoes & socks off for hall activities.
- Years R-2 should be wearing their PE kits of shorts/ tracksuit bottoms, T-shirt. Children will be barefoot for all indoor activities but must wear their shoes to go to the hall. For outdoor activities children will wear appropriate footwear such as plimsolls or trainers. This includes using the adventure playground.
- Jewellery should not be worn for any PE activities. If children are wearing earring studs, bracelets, or necklaces for a cultural reason, they must be removed before the children come to school. If earrings cannot be removed, they must be covered with tape by a parent or guardian.
- Children should understand and follow the teacher's instructions. Children should respond immediately to the command STOP/FREEZE 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.

Clothing to be worn during P.E. lessons:

We ask that all pupils wear appropriate clothing that includes:

- Red/blue/green/yellow t-shirt (long sleeve tops are permitted to be worn underneath and encouraged during winter months)
- black shorts or tracksuit trousers/bottoms (leggings underneath shorts are permitted)
- Trainers/plimsolls

Resources

P.E. equipment is stored safely in the P.E. cupboard in the Hall. The PE cupboard is to be used by members of staff only; no children should be allowed in. The cupboard is regularly checked by the PE subject leader to check its tidiness and organisation. Staff are advised to inform the subject leader of broken, damaged or lost equipment so that replacements can be ordered.

Inclusion:

All children at Chater Infant 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 Educational Needs for them to participate in PE. We take advice from outside agencies such as physiotherapist for children with physical disabilities. There are also TOPs cards specifically designed to provide suggestions for activities for children with physical disabilities.

Extra-curricular Activities

During lunch playtimes Midday Supervisory Assistants provide physical activities for children in Year 1-2. These activities are optional and include a variety of games. There are also outside agencies (Premier Education) that come in to provide other structured lunch games and activities.

The school also provides after school sporting activities such as Football Club, Gym, Tennis, Dodgeball and Dance Club. These activities have proved exceptionally popular and highly rewarding.

As we have an adventure playground 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.

Role and responsibilities of the Subject Leader

- To write and review a subject leader action plan
- To write and review the Sports Premium Plan with the Headteacher
- To monitor and review teaching and learning in P.E. including planning, observations, 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 collect house points at the end of each week and feedback results
- To undertake any other activities detailed in the subject leader job description and person specification