



Learning Together, Success Forever

Whole School Policy for Physical Activity

Reviewed: October 2024
Next review: October 2025

Signed _____ (Chair of Governors)

Signed _____ (Head teacher)

Curriculum Statement

Intent

Manor Park Infants and Nursery School aims to lay the foundations for a lifelong participation in physical activity by developing the physical skills of each child to their fullest potential and raising children and parent's awareness of the importance of physical activity. We believe a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Informed by the national curriculum, the school ensures all children develop competence to excel in a broad range of physical activities; are physically active for sustained periods of time; engage in competitive sports and activities; lead healthy, active lives.

Implementation

Each class has an allocation of 2 hours per week for PE which is done in class groups. Where possible, it is also integrated into other areas of the curriculum. Units of work are structured throughout the year so that the children are receiving a broad and balanced curriculum. Children revisit key skills and sports throughout their time at Manor Park building on their existing knowledge and understanding. At Manor Park we use the Complete P.E scheme for all our P.E planning. Planning for each half term is online and all individual lessons are adapted to suit the class ability and individual children. We also host a number of extra-curricular sports clubs throughout the school day.

Impact

PE is taught to develop and inspire children to become lifelong learners. We believe a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness and encourages them to continue to have a physically active life. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

1 Aims and objectives

- 1.1 PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives. We consider the PE curriculum to include all activity throughout the school day.

When designing our key stage one curriculum, we agreed that it was important to meet the needs of our young children by providing 2 hours of PE each week. Following consultation with parents the governors of Manor Park Infant School and Nursery decided that we should also follow the non-statutory guidelines for Key Stage 1 in relation to swimming activities and water safety. We provide sports clubs whenever possible in the evenings.

- 1.2 Our objectives in the teaching of PE are:

- to teach a growing awareness of the importance of physical activity throughout our lives in order to stay healthy;
- to use physical activity to activate the brain
- to help children to be fit and healthy and ready to learn
- to enable children to develop and explore physical skills with increasing control and coordination;
- to encourage children to work and play with others in a range of group situations;
- to develop the way in which children perform skills, and apply rules and conventions, for different activities;
- to show children how to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop 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.

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 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, and they have the opportunity to use a wide range of resources.

Within the classroom we understand how young children learn. We include movement sessions to activate young (and old) minds. We encourage mini active breaks such as brain gym between sessions of focused work.

- 2.2 In all classes, children have a wide range of 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
 - 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).

3 PE curriculum planning

- 3.1 PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required, we teach dance, games and gymnastics at Key Stage 1. We also include swimming in the autumn and spring terms.
- 3.2 The curriculum planning in PE maps out the PE activities covered in each term during the key stage. The Key Stage One team work together to devise these plans. We use the national scheme of work as the basis for our medium-term plans. This gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The key stage one team reviews these plans.
- 3.3 We plan the PE activities so that they 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 progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

Playtimes and lunch times:

At lunchtimes and playtimes we provide sports equipment for our Foundation Stage 2 and Key Stage One children. These times provide another opportunity for active and shared play.

4 The Foundation Stage

- 4.1 We encourage the physical development of our children in the foundation stage unit as an integral part of their work. 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, control of the way they move, and care in the handling of 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.

5 Contribution of PE to teaching in other curriculum areas

5.1 English

PE contributes to the teaching of English in our school by encouraging children to describe what they have done, and to discuss how they might improve their performance.

5.2 Science, Personal, social and health education (PSHE) and citizenship

PE contributes to the teaching of personal, social and health education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things.

5.3 Spiritual, moral, social and cultural development

The teaching of PE offers opportunities to support the social development of our children through the way in which we expect them to work with each other in lessons. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other.

6 PE and Computing

- 6.1 Computing enhances the teaching of PE: an Ipad can record experiences during PE lessons, dance, and gym and outdoor activities.

7 PE and Inclusion

- 7.1 We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.
- 7.2 When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to

enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.

- 7.3 Intervention through Special Educational Needs and Disabilities will lead to the creation of an Individual Education Plan (IEP). The IEP may include, as appropriate, specific targets relating to PE.

We assess pupils who are gifted at sport and ensure they are receiving the appropriate challenge and that parents are aware of their skills. In some cases, we would encourage parents to take up extra sessions for their child, for example in swimming.

- 7.4 We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

8 Assessment

- 8.1 Teachers assess children's work in PE by making assessments as they observe them working during lessons. Pupils are encouraged to evaluate their own work and to suggest ways in which to improve. These assessments enable the teacher to make a termly assessment of progress for each child, and forms part of the school's annual report to parents. The teacher passes this information on to the subject leader and next teacher at the end of each year.
- 8.2 The PE subject leader analyses assessment data to measure student progress and achievement, and to help teachers identify areas for improvement. Teachers meet regularly to review assessments.

9 Resources

- 9.1 There is a wide range of resources to support the teaching of PE across the school. The school uses complete PE for lesson plans and curriculum planning. The hall contains a range of large apparatus, and we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities, and the local swimming pool for swimming lessons.

10 Health and safety

- 10.1 It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them 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. The policy of the governing body is that no potentially dangerous jewellery is to be worn for any physical activity.

11 Extra-curricular activities

- 11.1 Whenever possible, the school provides a range of PE-related activities for children at the end of the school day. For example we have run football, judo, multi sports clubs. These encourage children to further develop their skills in a range of the activity areas. We also link with clubs available in Calverton for example the local leisure centre and Calverton Miner's Welfare which has a large developed area for "Football in the Community."

12 Monitoring and review

- 12.1 The coordination and planning of the PE curriculum are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by keeping informed about current developments in PE and provides a strategic lead and direction for this subject;
- gives the head teacher a summary report in line with the time plan which s/he evaluates the strengths and weaknesses in PE and indicates areas for further improvement;
- uses specially allocated regular management time to review evidence of the children's work, and to observe PE lessons across the school.

Family of Schools Sports Festivals and competitions

Between the Family of Schools, we run annual festivals for the children to share their skills, compete and mix with their year groups. These include, Boccia, gymnastics and multi-skills festivals and a cross-country running competition.

Celebration at sports day:

We run an annual sports day to which families and carers are invited. We believe an element of competition is important for young children, particularly boys so we run competitive races with rewards for the winners. In this way we give praise for gifted and talented pupils who have a chance to shine. We ensure the races are inclusive for children with disabilities. These are followed by fun races with rewards for entering. This is a celebration of success in sport and enjoyed by the whole community.