



# Filey C E Nursery & Infants Academy

*'Inspiring Confident Learners, Reflecting Christian Values'*

We endeavour to uphold Christian teaching to:

*"Shine as lights in the world and love as Jesus loves us" (Philippians 2:15, John 13.34)*

Our school is a Church of England School rooted in 'Compassion, Community and Friendship'.

## Intent

Our PE curriculum is based on what we know is best for our pupils.

We aim to provide learning opportunities that enable all children to achieve their personal best. We strive to make sessions enjoyable, challenging and accessible to all. We provide opportunities for pupils to develop personal values and transferable life skills such as fairness, respect, team work, sportsmanship as well as providing pupils with opportunities to take part in competitive sport. Children develop the knowledge, skills and competence to excel in a broad range of sports and physical activities including dance, gymnastics, athletics, games and outdoor activities. We offer a wide range of extra-curricular activities which encourage children to be physically active for sustained periods of time.

We inspire pupils to take part in sports activities long after they leave Filey CE Nursery and Infants Academy and we equip them with knowledge and skills to be able to make informed decisions to lead healthy and active lives.

At Filey CE Nursery and Infants Academy we aim, through the teaching of PE and sporting opportunities in school, for all pupils to be physically active through the development of their agility, balance and physical coordination. We believe that PE and physical activity (PA) play a vital part in a child's physical, cognitive, social and emotional development. PE and physical activity contribute to academic achievement, emotional stability and social skills.

Physical education provides children with the opportunity to be creative, competitive and face up to different challenges, as individuals, and in groups and teams. It promotes positive attitudes towards healthy and active lifestyles. Children learn how to think in different ways and make decisions in response to these challenges. They learn how to reflect on their performance and plan and evaluate actions and ideas to improve the quality of their work. Through physical education, pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

We believe in an approach to PE and sport which:

- Values the efforts and contributions of all children
- Engages children in purposeful and enjoyable physical activity
- Offers equal opportunities to all children

## Aims and Objectives

### Our aims for Physical Education and Physical Activity are:

- to promote physical activity and healthy lifestyles, encouraging children to adapt positive attitudes towards PE and physical activity
- to provide opportunities for children to learn new skills, find out how to use them in different ways and link them to make actions, phrases and sequences of movement
- to develop awareness of health and safety issues within Physical Education
- to provide opportunities for children to enjoy communicating, collaborating and competing with each other and develop a sense of fair play
- to provide equal opportunity for all pupils regardless of gender, ability or disability
- to develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success
- to develop competence to excel in a broad range of physical activities
- for children to be active for two hours a week in curriculum time
- for children to have an opportunity to participate in a range of competitive and non-competitive sports activities

### Our objectives for Physical Education and Physical Activity are:

- to provide a balanced programme of physical activity for all pupils every week
- to create and perform dances and gymnastic sequences
- to practise, acquire and develop a range of physical fine and gross motor skills
- to develop tactical awareness in all sports
- to evaluate and improve performance (at times) through the use of ICT
- to develop a knowledge and understanding of fitness and health and to inform all children of the importance of leading an active lifestyle
- to achieve thirty minutes of physical activity per day, for every child across the school
- to provide children in KS1 with an opportunity to develop their swimming skills in collaboration
- to provide children with opportunities to compete in both intra and inter school competition and events
- to enhance the school curriculum with external expertise
- to encourage full participation in a range of out of school activities

### We will do this by:

- Providing children in the early years with a breath of opportunities to develop their physical development
- Dedicating two hours a week (on the school timetable) to PE in KS1
- Teaching PE as a separate subject but where appropriate linking to other curricular areas, such as healthy living in Science
- Encourage children to wear suitable PE kit during PE lessons as highlighted on the school uniform policy
- Setting an example by staff wearing suitable clothing whilst teaching PE
- Specifically teaching children about safety in all aspects of PE
- Provide active lunchtimes for all children and provide a range of equipment to enable this to happen
- Supplementing the PE curriculum within school hours with external sports coaches

- Differentiate lessons accordingly to enable all children to take part and develop their skills to the best of their ability.

### Values and Attitudes

At Filey CE Nursery and Infants Academy we:

- work both independently and with others, listening and treating others with respect
- are creative, flexible and show perseverance
- encourage children to critically evaluate their own performance, skills and techniques as well as their peers
- develop an understanding of health and develop a regard for the safety of others
- find enjoyment and success through physical activity and creativity
- develop a sense of pride, ownership and responsibility generated through teamwork and leadership opportunities

### School Sports Premium

We will use the Government funding to further develop the quality of PE that we provide in our school. Filey CE Nursery and Infants Academy will use five key indicators when assessing the success of its aims and objectives:

1. The engagement of all pupils in regular physical activity – guidelines recommend that all children engage in thirty minutes of physical activity a day, at school
2. The profile of PE, school sport and physical activity is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

### The EYFS Curriculum

We encourage the physical development of our children in the Reception class, as an integral part of their work. As the Reception class is part of the Foundation Stage of the National Curriculum. 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.

Physical development within the Early Years Foundation Stage framework is one of three prime areas for learning. The two related Early Learning Goals are:

#### **Expected**

Moving and handling – Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care – Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

### **Exceeding**

Moving and handling – Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.

Health and self-care – Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.





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 challenges, both indoors and outdoors, using a wide range of resources to support specific skills. In Reception, the children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have two weekly PE lessons.

### Purpose of study

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.

### Aims

**The national curriculum for PE aims to ensure that all pupils:**

-  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

### Attainment targets and Subject content

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.

#### Key stage 1

Pupils 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.

Pupils should be taught to:

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

### Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

### PE dress code

All pupils (except Nursery children) are required to change into full PE kit for their lessons. The PE kit consists of a plain white t-shirt and black shorts. For gymnastics no footwear is required unless stipulated by a doctor, in which case a doctor's note is required. For outdoor games black shorts, white t-shirt, pumps/trainers are to be worn. In colder weather tracksuits, jogging bottoms or sweatshirts can be worn. Spare kit is available for the children who do not have access to their own kits. When religious or cultural rules prevent children from wearing the required kit, the teacher can make exceptions. Headwear, leggings and long sleeved tops may be worn but must be safe for working with PE equipment.

Jewellery, watches and hard headbands must be removed. Children with long hair must tie their hair back. All earrings should be removed if safe to do so or taped up.

### Health and safety and safe practice in PE

Filey CE Nursery and Infants Academy follows the LA guidelines.

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible.
- Children with diabetes are monitored closely throughout and after PE lessons by staff following their health care plan.
- Regular checks are made on all equipment (including mats) and fixed gymnastics equipment will be checked annually by an approved service provider. Any damaged equipment must be reported to the PE lead/Business Manager immediately and labelled 'do not use'.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.

- Pupils are taught how to move/carry and use apparatus safely under the supervision of a teacher or responsible adult. In each lesson children should be reminded to perform their work in a safe manner and be aware of others around them.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, ensuring children are not running on an over turned bench etc.).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back.
- Children unable to remove earrings should be required to make them safe by taping, front and back, which may offer a measure of protection.
- Pupils wear suitable footwear when travelling to and from the hall.

### Healthy Eating

We recognise that physical activity is just one element of leading healthy lifestyles and we aim to actively promote healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through 'Healthy me' sessions with all age groups. The government has stated that primary schools should provide at least 30 minutes of physical activity every day for pupils under a new strategy to tackle child obesity. The Department of Health published its "Childhood obesity: a plan for action." The strategy states primaries should deliver 30 minutes of "moderate to vigorous" activity for pupils every day through active lunch times, extracurricular physical education (PE) clubs and active lessons – with parents responsible for providing another daily 30 minutes. At Filey CE Nursery and Infants Academy, we provide the children with an extra 30 minutes of physical activity through active Numeracy and Literacy, wake and shake, active lunch times, physical before/after school clubs as well as outdoor learning.

### Teaching and Learning

All planning will be in line with the National Curriculum. In addition to this we use the Beyond the Physical PE scheme to supplement. The planning is adapted to the needs of our children. Teachers may also use other resources in their planning, a curriculum map will outline what will be taught.

In the early years, children will be taught fine and gross motor skills in a range of adult led activities. Key stage 1 children will be taught games, gymnastics, dance, and athletics in units throughout the year. Lessons will be differentiated using the STEP (Space Task Equipment People) model to accommodate pupils who are less or more able.

### Assessment

Assessment for learning is made through short term (daily/weekly) observations of children's work, through discussions with children and through their own self and peer assessment. The use of ICT is recommended, with photography and video recording a useful tool in assessment. Significant achievements or weaknesses will be noted as an evaluation of the lesson and are used to:

- Inform future planning
- Form part of the statutory annual reporting process and in discussion with parents
- Help children to improve and develop their skills for future activities

Assessment of learning is made through medium and long term assessments. In the early years, this involves assessing if children are 'emerging, expected or exceeding' the Physical Development and Early Learning Goals. In KS1 and KS2 children are assessed as working towards, expected or exceeding.

### Inclusion, equal opportunities and differentiation

Children at Filey CE Nursery and Infants Academy have an entitlement to access all activities offered regardless of ability, race, culture, religious background or gender. All children will be expected to participate in PE lessons. In circumstances where external factors hinder participation every effort will be made by teaching staff to include the affected child.

It is proposed that all children should be treated as individuals with their own abilities, difficulties and attitudes. Children's needs need to be taken into account if the individual child has physical, learning or sensory impairments or emotional responses which require tasks to be adapted to allow the child to experience the learning process in each activity.

Teachers should be aware of the influence which restricts access to activities, such as interactions within mixed sex, mixed ability and multicultural groups, as well as the previous experience and ability of the pupils.

Spare PE is available for pupils to use. Pupils without pumps/trainers may participate in outdoor lessons provided that the teacher judges the footwear to be safe.

A note from parents/carers is needed in order to withdraw a child from participating in a lesson.

Children need to be set suitable learning challenges. Staff need to respond to pupils' diverse learning needs and overcome potential barriers to learning.

Differentiation in Physical Education is achieved through differentiated learning situations. Units of work and flexible lesson planning cater for pupils at Filey CE Nursery and Infants Academy, who are at different stages of development. Staff concentrate on a variety of teaching styles to develop learning experiences and departmental equipment and resources are used to provide opportunities for the pupils to progress at their own level. At Filey CE Nursery and Infants Academy we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In PE the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- Sets suitable learning challenges
- Responds to pupils' diverse learning needs
- Overcomes potential barriers to learning and assessment for individuals and groups of pupils

As previously stated, PE intervention supports children with additional physical needs, e.g – core strength, balance or movement concerns. Adapted equipment of differing weights, sizes and shapes

are used as appropriate to the pupil's levels of skill, experience and confidence. Task cards, posters, videos, digital cameras and iPads are also used to assist pupils in teaching and learning. Pupils will be given the opportunity to coach, lead and/or officiate in activities in which their strengths lie. The PE Lead advises teachers on the support which can be provided for individual children with particular educational needs, including more able pupils. We challenge our more able pupils through a variety of different ways e.g:

- Schemes of work encourage the use of differentiated tasks and provide some lesson ideas
- Open ended tasks allowing more advanced skills/tactics to be developed
- Greater pressure placed on the individual pupil in practice and games situations, e.g. 3v1, skills to be performed at a quicker pace or in a more confined area
- Pupils encouraged to play a leadership/coaching role in decision making, team organisation, planning tactics and strategies, evaluating strengths and weaknesses, conducting sport warm ups and cool downs
- Pupils encouraged to take on an officiating role either within the game or in the practices. This should be taken on in activities of the students choosing or in areas in which they feel comfortable
- Pupil encouraged to attend extra-curricular clubs, team practices, out of school clubs, county and national trials etc

### Cross-Curricular PE

PE has extensive links to most areas of the curriculum allowing for cross curricular teaching. Below are some examples:

#### Maths

Counting and using the four rules when scoring games.

Recording time, using stopwatches when running over variable distances, or time keeping games.

Measuring distances when throwing and jumping.

Degrees of release in throws and bowling.

Shape, position and compass bearings.

Graphical representation of data.

#### English

Communicating with others.

Providing structured feedback.

Learning of key vocabulary.

Recount/reports and instructions.

#### Science

The effects of exercise on the body including pulse rates.

Developing an understanding of momentum and how it helps to build force and enable rolls.

#### Geography



Reading maps to navigate around a course.

Learning how to orientate a map and use compass bearings.

### Music

Expressing an understanding of rhythm through movement.

Counting music to create movement.

Counting to stay in time with music and a group.

### PSHE

Developing leadership skills when coaching others.

Developing relationships through partner and group work.

Understanding the need to follow rules and play fairly.

Opportunities to demonstrate the Sporting Spirit Values of respect, teamwork, honesty, determination, self-belief and passion.

### Computing

Children use capturing and recording equipment (cameras and videos) for evaluation/development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

## Out of hours learning

Filey CE Nursery and Infants Academy aims to deliver Out of Hours learning that provides opportunities for enrichment, enabling and extension to compliment the school's curriculum. We aim to use pupil voice to enable pupils to voice which activities they would like to take part in.

Through the Out of Hours learning programme we aim to involve all pupils regardless of race, gender, culture, ability in some sort of sporting activity. We aim to provide lunchtime activities that are led by our sports ambassadors.

Every effort will be made to make links with and promote community sports clubs and provide children with pathways to extend their sports skills, knowledge and experience.

External coaches that provide clubs at the school will be DBS checked. A designated teacher will always be responsible for clubs run by external coaches, although they might not necessarily have any input into the actual sessions. Sessions will be observed on a regular basis by the PE Lead to ensure that they offer children the best experience possible and enable children to develop their skills.

Registers will be taken at every club to monitor participation and for safeguarding/security measures.

## Evolve

Any competition or event that requires children to be off school premises necessitates a complete and thorough Evolve risk assessment. Once completed, it should be submitted for Head teacher approval and then shared with all adults involved plus any relevant risk assessments.

## Children Representing the School

A record will be kept of children that represent the school or take part in intra or inter events. These children will receive recognition during whole school assemblies. Photographs and reports will appear on the school website and on newsletters.

## Role of the PE Lead, Head teacher, Governing Body or designated Governor

They will facilitate the development of PE in the following ways:

- Ensuring that all teachers are familiar with the policy and support any lesson planning and delivery as required.
- PE Lead will provide staff with lesson objectives, weekly objectives, medium term and long term planning.
- Ensure that staff know how to assess each area of the PE curriculum.
- Discuss with the Head teacher and the designated Governor responsible for PE the progress of implementing the policy in the school.
- Audit and monitor resources.
- Identify needs including CPD and arrange INSET with support from the Head teacher when appropriate.
- Ensure all staff are familiar with the resources and planning provided to ensure that all lessons are being delivered to a high standard and that progression is taking place.
- Discuss with pupils their work in PE to assess their knowledge and understanding of the subject.
- Scrutinise work completed by pupils to ensure that progression is taking place. PE Lead to observe lessons and feedback to staff and provide any training that is needed.
- Work co-operatively with the SENCO and other members of staff where appropriate.
- Complete the Sports Premium report and ensure the money is spent according to the needs of the children and staff in the school.

## The role of the parent

At Filey CE Nursery and Infants Academy we ask parents to support their children in accessing PE lessons by:

- Ensuring their child has a full PE kit (indoor and outdoor) as published by the school.
- Ensuring that their child follows jewellery protocol.
- Ensuring their child participates in lessons and competitive events.
- Gives a relevant reason for their child being absent from/not taking part in PE lessons.
- Support whole school events such as sports day.

This policy was reviewed and amended in September 2023

To be reviewed September 2024

J Williams