

PALFREY INFANT SCHOOL

SUBJECT POLICY

Lead Teacher: Aaron Foster



Reviewed and amended: October 2024

Governing Body: 9 October 2024

As a Rights Respecting School we believe:

Every child has to learn and have an education. Article 28 & 29

Every child has a right to be safe from harm and abuse. Article 19

Every child has a right of freedom of expression. Article 13

Every child has a right to be part of a community and practise his or her own religion and use his or her own language. Article 30

Every child has a right to rest and leisure. Article 31

Every child has a right to keep healthy. Article 24

We believe we fulfil these rights at Palfrey Infant School

1. Introduction

This policy reflects the aims and values of Palfrey Infant School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the EYFS Framework and National Curriculum programmes of study
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

We are extremely passionate about Physical Education and developing a healthy active life-style at Palfrey Infant School.

New data released by the NHS found that the number of children in England needing treatment for serious **mental health problems** has risen by 39% in a year and referrals have now alarmingly passed the 1 million mark. This generation has experienced major **changes in their lives** following the Covid-19 pandemic, on top of this, increased social inequality, online harm and the **cost-of-living crisis** are creating a ripple effect on young people's school and home life.

A new study we funded shows that by age 11, children are doing more than an hour less of physical activity a week than at age 6. In Reception, 27.4% of children are classified as overweight, including obese. In year 6, 44.6% of children are classified as overweight, including obese. Around 2/3 of Adults are above a healthy weight. (NHS)

2. Intent

By the time pupils leaves Palfrey Infant School they should:

- to ensure that all pupils have the opportunity to take away a positive experience of PE and physical activity.
- be able to explore, play and develop fundamental skills in PE.
- have a good foundation of the core skills which enables them to further develop moving into the Junior school and beyond.
- Pupils begin to understand and explore how fundamental skills are transferred into a sporting setting.
- show respect and good teamwork with a partner or small groups.
- to start to develop an awareness of personal development and resilience.
- know the importance of being healthy by exercising and understanding their diet and can transfer these skills into their own lifestyle.
- All pupils have access and opportunities to work towards 60 active minutes per day. (30 minutes within school)

3. Aims

At Palfrey Infant School we understand that we have an important part to play in helping pupils and staff establish and maintain lifelong habits of being physically, socially and morally active. We aim to develop and produce opportunities to ensure competence to excel in a broad range of physical activities by offering high quality teaching to increase participation and healthier pupils.

4. Curriculum Overview

- The school is using Imoves PE package for a 'holist' approach to PE, Wellbeing and a Healthy Lifestyle, including being active within the classroom.
- The resource has been designed to provide complete coverage of all aspects required to enhance physical development across Early Years and Key Stage 1.
- The school is part of the Streetly Primary PE Support Network enabling pupils to take part in sporting activities against other schools and have specialist teaching. CPD opportunities are delivered to all staff (including parents) through the network.
- Healthy eating sessions are delivered in school by Streetly Network which also involve parental workshops.
- There are opportunities for Active days (Maths/Literacy/Sporting) supported by Streetly Network. This will allow all the children to participate in large events. They will be able to celebrate their skills allowing all children to shine and show their expertise.
- Active Blasts are delivered throughout the school on a regular basis.

4.1 Early Years

Children in the foundation stage follow the EYFS seven areas of learning which supports their early development within this subject, supported through Imoves. Opportunities are created on a daily basis which develop agility, balance and co-ordination through action songs, rhymes and stories.

At the end of EYFS (ELG Gross Motor Skills) we expect children to:

- 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.

4.2 Key Stage 1

The school is using Imoves PE package for a 'holist' approach to PE, Wellbeing and a Healthy Lifestyle. The resource has been designed to provide complete coverage of all aspects required to enhance physical development across Early Years and Key Stage 1.

At the end of Key Stage 1 we expect children to:

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 co-ordination, 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 patterns

4.3 Programmes of study (Based on Imoves units)

	Autumn	Spring	Summer
Nursery	Development Matters Framework		
Reception	Iexercise/Imove	Ipractice/Icommunicate	Ithink/Icreate
Year 1	Iexercise/Imove	Ipractice/Icommunicate	Ithink/Icreate
Year 2	Iexercise/Imove	Ipractice/Icommunicate	Ithink/Icreate

5. Assessment and Recording

Formative assessment opportunities are used by teachers to evaluate progress and inform planning. In EYFS all children are regularly assessed against the objectives from Development Matters and the EYFS Framework as appropriate.

Assessments are made at the start and end of each unit (Rec-Year 2). Teachers record progress made by children against the Imoves Skills framework. This enables the teacher to make assessments and for future planning. Children are encouraged to assess and evaluate their own work and that of other pupils during lessons, to enable them to improve performance and plan for future tasks.

6a. Resources

- Pupils and parents are encouraged to walk to school – monitored by charts/website to record how children come to school (Walking and Wheeling)
- The school is part of the Streetly Primary PE Support Network enabling pupils to take part in sporting activities against other schools.
- Healthy eating sessions are delivered in school by Streetly Network which also involve parental workshops.
- There are opportunities for Active days (Maths/Literacy/Sporting) supported by Streetly Network.
- Walsall FC Programme offer a varied range of skills with afterschool clubs.
- Dinner Supervisors support pupils during lunchtime by planning fun activities through setting up different activity zones.
- **PE Kits Indoor Kit:** White T-shirt, Black Shorts/leggings, Pumps.

- **Outdoor Kit:** White T-shirt, Black Shorts, Hoodie/Jumper, Tracksuit Bottoms/leggings Trainers.

6b. Health and Safety

Supervision of Pupils

- All teachers should ensure that pupils are clear on what is expected of them. Pupils should not be allowed to use equipment unless properly supervised.
- The size of any group is modified accordingly to the pupils' maturity, competence, experience etc.
- They know of any medical conditions that a child might suffer from, such as diabetes, epilepsy, allergies and asthma. Medication should be easily accessible
- All pupils should be appropriately dressed for physical activity. Exceptions may be made for pupils whose religion requires alternative dress codes. Head scarves must be removed for children's own safety.
- Jewellery and watches should not be worn whilst doing P.E. because injury may be caused to the pupil or fellow pupils
- Teachers must wear appropriate clothing and footwear.

Apparatus

- Hall must be checked before lesson to ensure all areas are clear of obstacles i.e. chairs/spillages from lunchtime.
- Apparatus must be assembled and dismantled systematically. It should be checked immediately before use by the teacher in charge of the lesson and stored safely.
- Children should be taught gradually how to lift, carry, place and use all equipment safely.
- Apparatus must be inspected regularly. Insecure or broken apparatus must be reported.
- Avoid overcrowding and queues forming at the apparatus.

Lesson

- All pupils must be aware of any safety rules necessary for the lesson.
- Teachers must take into consideration limitations of the working environment and time given to a P.E. task.
- Teachers must be in a position to observe all activities in the lesson.
- Teachers must ensure that apparatus is placed away from hazards.

7. Inclusion

At our Palfrey Infant School, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

Teachers set high expectations for all pupils in [PE and Wellbeing]. They will use appropriate assessment to set ambitious expectations and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs and/or disabilities (SEND)
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so pupils with SEN and/or disabilities can study PE and Wellbeing, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in PE and Wellbeing.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

8. Roles and Responsibilities

HEAD TEACHER

- Support the subject lead but also hold them to account for the effectiveness of the subject
- Monitoring the implementation of the PE and Wellbeing Policy and its associated policies.
- Ratifying (in conjunction with the Governing Body) the PE and Wellbeing policy and PE and Wellbeing Leader's Action Plan.
- Support staff through the provision of CPD and training which is in line with the whole school's strategic plan.
- Approving budget bids and setting them.
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

SUBJECT LEADER

- Prepare and review subject policy and curriculum plans
- Raising the profile of PE and Wellbeing for all stakeholders.
- Monitoring the standards of PE and Wellbeing and feeding back to staff in a timely fashion so they can act on areas for development
- Ensuring assessment systems are in place
- Reporting on subject at specific times of the year to the Governing Body/Head/Staff
- Auditing the needs of the staff in terms of training/CPD and actively supporting staff with their day-to-day practice
- Stay informed regarding developments in the study and teaching of the subject
- Creating subject action plans and supporting a long-term vision which feeds into the whole school development plan
- Creating bids for the annual budgets and monitoring budget spend
- Keeping an up-to-date log of all resources available to staff
- Procuring physical and online resources that demonstrate best value

LINK GOVERNOR

- Monitor the impact of the subject across the school and on pupils
- Monitor teacher workload and professional development
- Ensure subject action plans are suitable
- Monitor the quality of resources
- Keep track of pupil and parent engagement with the subject
- Keep up to date with the curriculum (what's taught, why it's taught, and how it's taught)

CLASSROOM TEACHER

- Teach and assess the subject according to the principles laid out in this policy
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD

PARENTS

- Make sure their children are prepared for learning
- Monitor completion of homework

9. Links to other policies

This subject policy links to the following policies and procedures:

- Teaching and Learning Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Assessment and Data Policy
- Curriculum Design Philosophy
- EYFS Policy
- Feedback and Marking Policy

For further details on safety in P.E. please refer to 'Safe Practice in Physical Education' (BAALPE) revised regularly.

Sport Funding is used to ensure the '*Childhood Obesity Plan for Action*' (August 2016) is met. Key Indicators for sports funding:

1. Engagement of pupils in regular physical exercise
2. Profile of PE and Sport is raised
3. Increased confidence, knowledge and skills of staff in delivery of PE
4. Broader experience of a range of sports
5. Increased participation in competitive sport

10. Monitoring and review

This policy will be reviewed by staff and governors every 3 years.