

## Physical Education Policy

### Policy Guidelines

#### Introduction

Physical Education at Crosshall Infant School is viewed as an essential part of the curriculum. We believe that through high quality Physical Education children will learn about their body, the way it moves and how it can respond to varying stimuli following the 'Head, Heart and Hands' approach. It is designed to help them understand that exercise can contribute to a healthier life style and that everyone can succeed regardless of their academic ability.

#### Rationale and Aims

##### Rationale

We believe that Physical Education should educate children: -

1. In their knowledge, understanding and use of their body.
2. In the contribution it makes to a healthy life style.
3. That if exercise is undertaken on a regular basis it will enhance the quality of life.

Through a combination of physical activity with the mental processes of questioning, exploring, decision making, selecting, refining, judging and adapting, the foundations will be laid for an active life style and the development of a lifetime commitment. It should also build qualities of integrity, fairness and enthusiasm.

##### Aims

1. To develop an awareness of the need of exercise for healthy growth and development as well as its impact on strength, stamina and suppleness.
2. To encourage a positive attitude to the variety of physical recreations which should encourage a habit of exercise for life.
3. To promote a secure environment in which there is a sound balance between co-operation and competition; with enough scope for each child to succeed.
4. To ensure guidance and support for teachers in order to provide the school with a sequential programme of skills and objectives.
5. To make sure the Early Learning Goals and National Curriculum requirements are met within the planning and practice of P. E. at Crosshall Infant School.
6. To create stimulating environments within which the children can use their natural play instincts and release energy.

7. To develop their confidence and competency in core movement, agility, balance and co-ordination, individually and with others.
8. To promote a good level of fitness in the children regardless of ability.
9. To develop an understanding of how to respond, through movement, to a variety of situations: for instance, using the body to move, in response to a task (gymnastics), with expression and creativity (dance) and simultaneously manipulate equipment (games).
10. To encourage an awareness that practice can produce greater quality of movement.
11. To engage in competitive (both against self and others) and co-operative physical activities, in a range of increasingly challenging situations.
12. To develop an understanding of fair play and co-operation.
13. To create the confidence to cope with both success and failure.
14. To provide an understanding of the changes which happen to the body during physical exercise.
15. To ensure an awareness of the safety implications in P. E. and the importance of:-
  - warm up
  - good posture
  - hygiene
  - correct handling of equipment
  - appropriate clothing
  - controlled behaviour
16. To build links with Sporting Organisations to build interest in sports outside of the school environment.
17. To ensure the Olympic Legacy Sport Funding is used to improve the quality and breadth of PE and sport provision, including increasing participation in PE and Sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of.

## Programme Outline and Curriculum Content

The Physical Education Programme consists of three areas of activity: -

- Games
- Gymnastics
- Dance

The curriculum is planned to maintain a balance between all three areas (see appendix 3).

### Early Learning Goals for Physical Development

Physical development in the foundation stage is about improving skills of co-ordination, control, manipulation and movement. Additionally, physical development helps children to gain confidence in what they can do and enables them to feel the positive benefits of being healthy and active.

Physical Development is one of the three prime areas outlined in the new Early Years Profile. It is taught through a wide and varied curriculum including whole class P. E. sessions and Outdoor Activities.

Intervention groups are held to assist children who may not be achieving the Early Learning Goal.

The three prime areas reflect the key skills and capabilities all children need to develop and learn effectively. The level of progress children should be expected to attain by the end of the EYFS is defined by the early learning goals. Teachers will indicate whether the children are meeting expected levels of development or if they are exceeding expected levels or not yet reaching expected levels (emerging)

### National Curriculum - Programme of Study for Physical Education

#### **Aims:**

- To develop competence to excel in a broad range of physical activities.
- To be physically active for sustained periods of time.
- To engage in competitive sports and activities.
- To lead healthy, active lifestyles.

In 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 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 (games, gymnastics and dance).
- Participate in team games, developing simple tactics for attacking and defending (games).
- Perform dances using simple movement patterns (dance).

### **Organisation (planning and progression)**

Children are taught in mixed ability classes. Planning and progression is built into programmes in three stages - Reception, Year 1 and Year 2.

All class teachers teach P.E. The P. E. Co-ordinator leads, monitors and supports practice in this area.

In Reception, each class is timetabled for one 60 minute hall or outdoor session each week. They also have daily Outdoor Activities sessions. The Outdoor Activities sessions include a variety of physical activities, which broaden the children's experiences and cover the Early Learning Goals.

In Year 1 and Year 2, each class is timetabled for either one 90 minute hall session (indoor) or one 90 minute outdoor session per week. In Year 1, each class is timetabled for a 40 minute Outdoor Activity session per week during the Autumn and Summer terms.

During the administration of the Year 2 SATs, the children will take part in a variety of outdoor sports with the assistances of Premier Education and support from the teaching assistants.

All year groups throughout the school also benefit from additional curriculum support with Premier Education. Teachers and students are given the opportunity to have additional 45mins - 1-hour coaching sessions with a representative.

There is a set yearly plan for each year group to cover the three main areas of study - gymnastics, dance and games.

### **Teaching and Learning**

P.E. is a foundation subject and is taught by all class teachers. All children take part and participate individually, in small groups or as part of a whole class. The school aims to widen children's sporting experiences by inviting sports coaches into the school to teach specific sports during curriculum time.

## **Methodology & Organisation**

Each year group has a broad and balanced P.E. curriculum, which is reviewed to ensure that the progression of skills are enhanced each year.

Children are taught in classes and differentiation occurs through the teacher's task settings according to each child's individual needs. Teachers follow clear lesson plans in all of the three areas of the curriculum from Get Set 4 PE. This resource is used to help inform practise and teachers will adapt to the needs of their class.

The class teacher should ensure that they have read, clearly understood and continually refer to the above guidance, in particular the section about Safe Practice.

The teacher should know about their pupils' needs and strengths differentiating the tasks according to these criteria. This includes physical disabilities and medication.

To ensure safety, lessons should be adequately prepared and equipment must be checked regularly. During preparation the teacher needs to consider the safest positioning of apparatus and the clarity of instructions to the children. All children are taught how to handle equipment safely from Reception.

It is the responsibility of the Team Leader or Class Teacher, as appropriate, to ensure that supply teachers, who are not aware of or confident about how to use the P.E. apparatus, change the focus of their lesson to one without such apparatus. Student teachers should not use the P.E. apparatus with children unless being closely supervised by the class teacher or take a PE lesson on their own without the Class Teacher or HLT A present.

## **Assessment and Recording**

Pupils progress and achievements in Key Stage One are assessed according to National Curriculum level descriptors for P.E. In Foundation Stage pupils' progress and achievements are assessed according to the Early Learning Goals. These assessments occur during and after every P.E. unit taught and during Outdoor Activity sessions.

- Each teacher is responsible for assessing and recording a child's ability on an activity specific grid proforma for dance, gymnastics and games, (see appendix 2) that measures the various skills taught and learnt that year. Teachers are required to make a note of the children who do not hit the intended targets so that an individual focus is made for improving those skills.
- Pupils' progress and achievements in Key Stage One are assessed according to National Curriculum level descriptors.
- In the Foundation Stage pupils' progress and achievements are assessed according to the Early learning Goals (see appendix 1).

These assessments occur during and after every PE unit taught and during Outdoor Activity sessions.

- A year plan chart enables each year group to check what is being covered in each year group and ensures continuity and progression.
- Individual effort and attainment in Physical Education is recorded in termly parent's evenings and in individual annual reports to parents.

The assessment grids are freely available for other members of staff to refer to where necessary.

Premier Sport also provide their own assessment tool to help aid teacher judgements. All teachers have access to this tool and can have conversations with the team at Premier Sport when needed about the children's progress.

### **Pupil Activities and Experiences**

Schemes of work ensure that there is continual progression throughout the school, which increase in the level of difficulty.

In Key Stage One, children undertake P.E. once a week and are given the opportunity of physical exercise during playtime and lunchtimes. Physical activities are also included in Outdoor Activity sessions which take place once a week for Year 1 children during the Autumn and Summer term.

In the Foundation Stage, children undertake P.E. once a week. Physical Activities are also included in Big Play sessions, which take place three times a week. The children are also given the opportunity of physical activities during playtimes and lunchtimes.

Additionally, children have the opportunity to join many after school clubs including football, tennis, gymnastics, golf, karate, athletics, cheerleading, rugby, multiskills and cricket. There is a small charge involved. The afterschool clubs are run by Premier Sports and Nick Peck the Tennis coach.

### **Equal Opportunities**

All children are entitled to a P.E. curriculum which caters for their individual needs, offers equal access and opportunity and enables them to participate fully in all areas of the P. E. curriculum. Adaptations applied to ensure all lessons are fully inclusive to all children.

### **Health and Safety**

- All teachers must ensure that children are given the opportunity to warm up and cool down at the start and end of each session.

- Small stud earring's are safe to remain in children's lobes uncovered, however small hoop earring would need to be removed by a parent or career at the beginning of the day and alternatively replaced with a stud to prevent them healing over.
- Children are taught how to handle all apparatus from Reception (see appendix 4).
- After school clubs are taught by qualified instructors who are DBS checked.
- Risk assessment for Physical Education and Activity is reviewed yearly by the PE Co-ordinator to ensure that safety is priority and kept up-to-date.

### Cross Curricular links

Physical Education is addressed within the cross-curricular context of Personal, Social and Health Education. Annually, Crosshall Infant School has a Healthy week. Themes such as drug and sex education are addressed as part of educating the children on how to lead a healthy life style.

There are a number of other cross-curricular links that are relevant to physical education and support pupils learning. These are summarised below.

Science - Foundation Stage - Understanding of the World  
 Year 1 - Collins - Snap Science - Using Our Senses  
 Year 2 - Collins - Snap Science - Take Care and Growing Up

Numeracy - For example - counting team/group members and using stopwatches to time activities.

- problem solving skills

Literacy - developing speaking skills & technical language through a range of sporting activities e.g. team work, co-operation, stillness, travelling.

- developing listening skills during team games and partner work.
- drama - interpreting music through movement
- dance - bringing books to life through dance (West End in Schools)

Personal, Social & Health Education - working successfully in a team

- co-operating with others
- negotiating with others
- learning the importance of keeping ourselves fit and healthy

Geography

- Cross-curricular orienteering map

### Safe Practice

Many activities in physical education are by their very nature potentially hazardous. Risk relates not only to accidents but also inappropriate use of the body. It is important therefore that planning and organisation of activities takes into account all aspects of safe practice allowing children to take responsibility for their own and others' safety.

To ensure safe practice children should be taught to:-

- a) Be concerned with their own and others' safety in all activities undertaken.
- b) Understand the importance of warming up and cooling down when exercising to help prevent injury.
- c) Adopt good posture and use their body correctly at all times.
- d) Lift, carry and place equipment safely.
- e) Understand why particular clothing and footwear are worn for different activities.
- f) Respond readily to instructions and signals within established routines and follow relevant rules and codes including:
  - (i) a clear signal to stop immediately and safely
  - (ii) work without talking whilst using large apparatus.
- g) Use apparatus appropriately.

### **General Rules for P.E**

Children and adults must change for P.E

No jewellery to be worn where possible. Small stud earrings are safe to remain in children's lobes uncovered, however small hoop earrings would need to be removed by a parent or carer at the beginning of the day and alternatively replaced with a stud to prevent them healing over.

#### **Inside**

- a) Children should be barefoot
- b) Children should wear shorts/leggings and t-shirt.
- c) If P.E. kit is forgotten, children will be provided with a set of spare PE kit.

#### **Outside**

- a) Children should have a change of footwear.
- b) Children should wear shorts/jogging bottoms and t-shirt/sweatshirt.
- c) If P.E. kit is forgotten, children will be provided with a set of spare PE kit.

## **Behaviour**

Children should:

- a) Work in silence when using the large apparatus and maintain a low level of noise at other times.
- b) Leave apparatus alone until instructed to use it.
- c) Work independently unless instructed otherwise.
- d) Be aware of others at all times with regard to safety (e.g. not running across mats when others may be working on them).
- e) Understand the teachers signal for stop and respond quickly and quietly.

## **Rules for using the Adventure Playground**

1. Tell the children that the rules for P.E. apply: i.e.

They think before they move;

They give others space;

They listen for a signal to stop (whistle) and respond appropriately;

They maintain a low level of noise to maintain concentration.

2. Shoes should be sturdy and soles not slippery. Change into plimsolls if shoes are inappropriate.
3. There are 13 main areas so the children should not need to wait long for a turn.
4. Follow one another around - start on the green triangle and follow the course i.e. if a child does not want to go on one of the areas they should walk round, following the same direction.
5. Ropes - The ropes can only be swung in a controlled way when nobody is close behind! If using ropes - show how to move hands along without sliding them (to prevent rope burns).
6. Benches wobble! So be careful.
7. An adult must be in charge. If one child needs particular attention, the whole class should be given the stop signal and climb down carefully. N.B. It may be appropriate for the adult to wear sensible shoes (in case you have to help one child down from the top).

## **Rules for using the Pirate Ships**

1. The Captain's chair and benches are only for sitting on.
2. Enter and exit the ship using the side entrance.

3. The ropes and most are not for swinging on.

### Resources

The P. E. equipment is stored behind the curtain in the main hall. The resources are regularly checked by the P.E Co-ordinator who also keeps a range of additional books and dance CD's. Class teachers have been given a folder of resources and ideas that they store in their classrooms.

### Role of the P.E. Co-ordinator

It is the responsibility of the P.E. Co-ordinator to ensure that adequate instruction has been given to new members of staff concerning the moving, erection and storage of P.E. equipment. All teachers, regardless of experience, should be given this opportunity to become familiar with the equipment as part of their induction to the school. This includes regular supply teachers.

The P.E. Co-ordinator ensures that the policy is clearly understood by all staff and effective implementation is taking place. They will also co-ordinate the requisition, storage and maintenance of P.E resources and plan for future requirements.

**Approved:** January 2025

**Next Review Due:** January 2026

**Appendix 1      Assessment pro forma for Physical Development in the Foundation Stage**

<b>Physical Development</b>	<b>Gross Motor Skills</b>	<ul style="list-style-type: none"> <li>• Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>• Demonstrate strength, balance and coordination when playing.</li> <li>• Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>
	<b>Fine Motor Skills</b>	<ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>• Use a range of small tools, including scissors, paintbrushes and cutlery.</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>

## Appendix 2 Assessment pro formas for Physical Education in Key Stage One.

### Physical Education Assessment

#### Crosshall Infant School Academy Trust PE dance Year 2

Please initial children that are **not on track** to achieve the objective by the end of the year. Review termly. Highlight each objective in the appropriate colour for the term that it has been taught; red for the autumn term, green for spring and yellow.

It is assumed that all other children are **on track** to achieve the expected standard.

Strand	Objective	Autumn	Spring	Summer
Acquiring and developing skills	<ul style="list-style-type: none"> <li>Copy, remember and repeat simple skills with control and co-ordination</li> <li>Can link several movements together with control and co-ordination</li> <li>Talk about different stimuli as the starting point for creating dance phrases and short dances Dances around the world.</li> <li>Explore actions in response to stimuli</li> <li>Explore ideas, moods and feelings by improvising, and by experimenting with actions, dynamics, directions, levels and a growing range of possible movements</li> <li>Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics</li> </ul>			
Select and apply	<ul style="list-style-type: none"> <li>Compose and perform dance phrases and short dances that express communicate moods, ideas and feelings</li> <li>Remember and repeat a short dance phrase, showing greater control, coordination and spatial awareness</li> </ul>	Indian dance ws.		
Evaluating and improving performance	<ul style="list-style-type: none"> <li>They can talk about differences between their own and others' performance and suggest improvements</li> </ul>			
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> <li>They can understand how to exercise and describe how their bodies feel during different activities.</li> </ul>			
Children with significant attitudes to learning in this subject area				
Attitude / Enthusiasm				

## Crosshall Infant School Academy Trust PE gym Year 2

Please initial children that are **not on track** to achieve the objective by the end of the year. Review termly.

Highlight each objective in the appropriate colour for the term that it has been taught; red for the autumn term, green for spring and yellow.

It is assumed that all other children are **on track** to achieve the expected standard.

Strand	Objective	Autumn	Spring	Summer
Acquire and develop	<ul style="list-style-type: none"> <li>Copy, remember and repeat simple skills with control and co-ordination</li> <li>Perform a variety of actions with increasing control</li> <li>Repeat accurately sequences of gymnastic actions</li> <li>Move smoothly from a position of stillness to a</li> <li>Travelling movement move smoothly and in a controlled way from one position of stillness to another</li> </ul>			
Select and apply	<ul style="list-style-type: none"> <li>Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics</li> <li>Choose, use and vary simple compositional ideas to create and perform a sequence</li> <li>Devise, repeat and perform a short sequence in which there is a clear beginning, middle and end</li> <li>Adapt the sequence to include apparatus or a partner</li> <li>Use different combinations of floor, mats and apparatus, showing control, accuracy and fluency</li> </ul>			
Evaluating and improving performance	<ul style="list-style-type: none"> <li>They can talk about differences between their own and others' performance and suggest improvements</li> </ul>			
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> <li>They can understand how to exercise and describe how their bodies feel during different activities.</li> </ul>			
Children with significant attitudes to learning in this subject area				
Attitude / Enthusiasm				

## Crosshall Infant School Academy Trust PE games Year 2

Please initial children that are **not on track** to achieve the objective by the end of the year. Review termly.

Highlight each objective in the appropriate colour for the term that it has been taught; red for the autumn term, green for spring and yellow.

It is assumed that all other children are **on track** to achieve the expected standard.

Strand	Objective	Autumn	Spring	Summer
Acquiring and developing skills	<ul style="list-style-type: none"> <li>Copy, remember and repeat simple skills with control and co-ordination</li> <li>Pass a ball accurately to a partner over a variety of distances</li> <li>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control</li> <li>Show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run</li> </ul>			
Select and apply	<ul style="list-style-type: none"> <li>Pupils vary skills, actions and ideas. They begin to show some understanding of simple tactics</li> <li>Choose and use tactics to suit different situations</li> <li>React to situations in a way that helps their partners and makes it difficult for their opponents</li> <li>They vary skills and show some understanding of simple tactics</li> </ul>			
Evaluating and improving performance	<ul style="list-style-type: none"> <li>They can talk about differences between their own and others' performance and suggest improvements</li> </ul>			
Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> <li>They can understand how to exercise and describe how their bodies feel during different activities.</li> </ul>			
Children with significant attitudes to learning in this subject area				
Attitude / Enthusiasm				

### Appendix 3

### P.E. Curriculum Maps

Long Term Curriculum map for Physical Education					School Name: Crosshall Infant School	Academic Year: 2024-2025	
Time	1-7 weeks	8-14 weeks	15-20 weeks	21-25 weeks	26-32 weeks	33-39 weeks	
R	1	<b>Dressing/Undressing</b> Rules and expectations in PE	<b>Games</b> Fundamentals Unit 1 Cambridge Scheme of Work	<b>Games</b> Fundamentals Unit 1 Cambridge Scheme of Work	<b>Dance</b> Dinosaur Dance	<b>Gymnastics/Dance</b> Using apparatus	<b>Games</b> Fundamentals Unit 2 Cambridge Scheme of Work
	2	<b>Gymnastics</b> Awareness of space	<b>Multi - skills / Infant Agility</b> Coaching sessions with Cambridge United Community Trust			<b>Tennis</b> Coaching sessions with Nick Peck	<b>Practise Sports Day/ Healthy Week</b>
Year 1	1	<b>Gymnastics</b> Jumping Jacks Lesson 1-6 Core tasks	<b>Dance</b> LCP The Magic Toys Lessons 1-6	<b>Gymnastics</b> Travelling Lesson 1-6	<b>Dance</b> Moving words Lessons 1-6	<b>Dance</b> Medieval Dance	<b>Gymnastics</b> LCP Body Shapes and Sequences Lessons 7-12
	2	<b>Games</b> Fundamentals of Movement Unit 1 - Cambridge Scheme of Work		<b>Games</b> Infant Agility Unit 2 - Cambridge Scheme of Work		<b>Games</b> Multi-skills activities	<b>Practise Sports Day</b>
Year 2	1	<b>Dance</b> Dance from around the world	<b>Gymnastics</b> Points of Contact	<b>Gymnastics</b> Ball, Tall and Wall Unit	<b>Dance</b> Weather/Victorians	<b>Dance</b> Down on the Farm BBC Schools radio Ep 1-3	<b>Dance</b> At the Seaside
	2	<b>Games</b> Fundamentals Unit 1 and 2		<b>Percy the Park Keepers Treasure hunt</b> Using the Orienteering	<b>Games</b> Outdoor and adventurous activities	<b>Games</b> Outdoor and adventurous activities.	<b>Practise Sports Day</b>

**KEY**

Health
Physical
Social
Thinking

Reception take part in additional Outdoor activities 75 minutes' x 5 a week.  
 Year 1 take part in outside activities, 30minutes once a week in the Autumn and Spring terms.  
 Cambridgeshire Scheme of work\*  
 Year 2: During the SATs in May, Year 2 will take part in additional physical activities from orienteering to additional sports activities with Premier Sports.

**Additional activities -**

- Sensory Circuits running 5 x 20 minutes a week.
- Brain Gym/Take 10 activities
- Activity hour physical activities
- Healthy Week
- Sports Day
- Year 2/3 Multi-skills competition.
- Outdoor Literacy physical activities.
- Adventure Playground/Pirate Ship
- Cross-Curricular Orienteering course

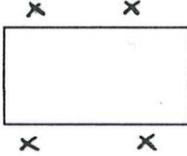
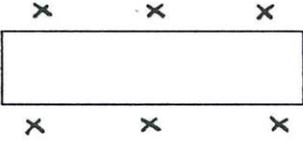
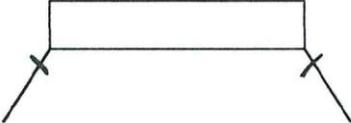
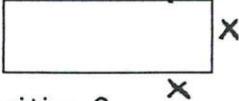
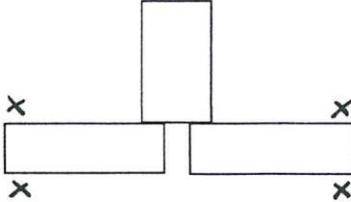
4 x Tennis sessions for Reception children in the Spring Term with Nick Peck.  
 After School clubs; Tuesday - Multi-Sports, Wednesday - Gymnastics and Thursday - Martial Arts

## Appendix 4

### Handling Equipment (Gymnastics)

#### Correct Handling Techniques and Equipment Names

Right from the Reception Year, children are encouraged to learn how to carry equipment and learn the correct equipment names. The school ensures consistency by training all teachers/staff who teach PE how to carry the equipment in the same way.

NAME	POSITION OF CHILDREN	EXPLANATORY NOTE
MAT		4 children to carry
LONG BENCH		6 children altogether - 3 children along each side
SHORT BENCH		4 children altogether - 2 children along each side
TRESTLE TABLES		4 children - 1 child on each leg (hold near the top)
WALL APPARATUS/ CLIMBING FRAME	<p>Position 1</p>  <p>Position 2</p> 	<ul style="list-style-type: none"> <li>• 2 children to pull out.</li> <li>• 4 children altogether - 2 on each side.</li> </ul>