



Ryhope Infant School Academy

P.E Policy

Updated: September 2021

Produced by: Mrs A Simpson

Ratified by: Head-teacher

Signed: Mrs Allen

Review Date: September 2022

Our Vision:

Our ultimate aim at Ryhope Infant School Academy is to provide **High Quality Physical Education which equips every child to lead a healthy active lifestyle.**

At Ryhope Infant School academy, we believe that Physical Education provides a platform from which children can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes.

We aim to provide our pupils with opportunities to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing, now and in their future.

Physical fitness is an important part of leading a healthier lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved.

Our intent:

- 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 situations.
- To develop the way that children perform skills and apply rules and conventions for different activities.
- To increase children's ability to use what they have learnt to improve the quality and control of their performance.
- To teach children to recognise and describe how their bodies feel during exercise.
- To develop an understanding in children of how we succeed in a range of physical activities and how to evaluate their success.
- To develop the children's enjoyment of physical activity through creativity and imagination.
- To provide children with a range of opportunities which enhance their physical wellbeing, in preparation for leading a fulfilling, active and healthy lifestyle.

Implementation:

We use a variety of teaching styles to engage all types of learners. We provide a mixture of whole class teaching, and individual, paired and group activities. Teachers draw attention to good examples of individual/ collaborative performances and sportsmanship as models for

other children, and we encourage pupils to evaluate their own work as well as the work of their peers. Within lessons, we give our pupils an opportunity to both collaborate and to compete with each other using a wide range of resources.

We help children to recognise the importance of personal challenge, and to celebrate their own individual successes.

P.E curriculum planning-

K.S.1

Ryhope Infant School Academy ensures that all children have the opportunity to engage in 2 hours of high quality P.E. This is delivered in 2x 1 hour long sessions, one of which is taught by the class teacher and the other by a qualified sports coach. We use a rich and varied range of resources to plan a creative P.E curriculum which is exciting and engaging to our pupils. We include aspects from LCP, QCA, P.E books, Subject Leader handouts from training courses and inspiration from the internet, as well as many other sources to develop high quality lessons.

As required, we teach Dance, Games and Gymnastics at KS1, as well as providing athletic activities. The curriculum is also enriched by blocks of swimming lessons in the Spring Term, which have been provided to Y2 pupils previously, but will now be taught to Y1 pupils from January 2020. They are provided by experienced swimming coaches at a local pool, supported by school staff.

We have a Long Term Curriculum map, which ensures all areas of requirement are covered. This informs each year group's Medium Term Planning.

Our medium term plans state learning objectives, key skills and outcomes with a range of activities in the areas of dance, gymnastics and games/ athletics. Each set of objectives cover a half term and build upon the prior learning of the children. They define what we teach and ensure skill progression and a distribution of activities across each half term. They are presented on a plan which gives details of each individual lesson. Samples of planning are kept in the P.E subject file.

Equal Opportunities and Inclusion

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide learning opportunities for all children, by matching the challenge of the task to the ability of the child. Pupils with Special Needs are provided with learning opportunities which take into account their needs and targets set in their individual Education Plans (IEP's). We achieve this through a range of strategies:

- Setting common tasks that are open ended and can have a variety of outcomes
- Setting tasks of increasing difficulty
- Grouping children by ability and setting different tasks for each group
- Providing a range of challenge through the provision of varying resources/ equipment
- Setting “parallel” areas alongside main activities where appropriate
- Adult support where appropriate

The Foundation Stage-

We encourage the physical development of our pupils in Nursery and Reception Classes as an integral part of their daily activities. Objectives are set in line with the Foundation Stage Profile of the National Curriculum. We encourage the children to develop confidence and control of the way they move, how they dress/ undress and the way they handle 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. Both Nursery and Reception also have an hour of time-tabled hall time to further develop their skills in Early and Basic Moves.

Cross Curricular Links:

English

P.E 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. They are also introduced to a rich variety of subject specific terminology which enhances their everyday vocabulary.

Maths

There are many opportunities to support mathematical development through P.E. Examples of this include using positional and directional vocabulary, using timers and stop-watches, making shapes with the body, counting steps and goals and measuring distances.

ICT

We use ICT to support teaching in P.E by making video recordings of performances and using them to discuss ways to develop their movements and actions, and celebrate achievements. We also use cameras to take photographs of high quality movement and performance to include in the P.E evidence file. Other examples include making obstacle courses to navigate as “human bee-bots”.

Personal, Social and Health Education (PSHE)

Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these issues. Children develop their ability to interact with partners and are encouraged to develop their understanding of “teamwork”. They are supported to cope appropriately with the emotions associated with both winning and losing, and to appreciate and celebrate the successes of their peers. Learning to challenge themselves and appreciate their own improvement is extremely important. They learn how to take risks and develop resilience.

Spiritual, moral, social and cultural development

P.E enables pupils to develop a respect for other children’s abilities and encourages them to co-operate across a range of activities and experiences. They learn to respect ideas and opinions, developing a greater understanding of themselves and each other. They develop their ability to give and receive constructive criticism through peer assessment.

Health and Safety:

The general teaching requirement for health and safety applies in this subject. We also encourage pupils to consider their own safety and that of others at all times. We expect them to change into P.E kit consisting of blue/ white t-shirt, black shorts, gym shoes. Gym shoes are not worn for large apparatus. We expect teachers to set a good example by wearing appropriate clothing and footwear when teaching P.E. The policy of the governing body is that **no jewellery** is to be worn for any physical activity.

Enrichment Activities:

In the light of “Excellence and Enjoyment”, the school provides enrichment activities including multi-skills to children in Rec, Y1, and Y2. A qualified coach is employed to deliver these sessions. There are opportunities for Nursery to take part in bespoke sessions including “Little Dribblers”.

After School Clubs:

Various P.E related activities are provided at the end of the school day, each club running for a half term, ensuring that the greatest number of children have the opportunity to partake. Some examples of this include Multi-skills, Gymnastics, Circurama, Football, Dance.

Healthy Schools:

Ryhope Infants is part of the “Fruit Scheme” which provides free fruit to all of our pupils. They are encouraged to eat a piece of fruit every day.

School Meals:

Ryhope Infants have school meals which are cooked on the premises. Children and parents are able to choose preferred meals in advance at the beginning of each term, ensuring that

children are provided with a nutritious meal each day and have the opportunity to try new things if they so wish.

The Role Of the Subject Leader:

- Maintain an overview of the progress and attainment in P.E across the school and ensure that planning and assessment enables progression of skills.
- Consult with the Senior Leadership team regarding objectives and development within school.
- Ensure equipment and resources are up to date and meets the needs of the curriculum.
- Support colleagues in the teaching of P.E. and arrange INSET.
- Assist the Senior Leadership team with coordinating, developing and implementing the school's policy on P.E.
- Update school policies relating to the teaching of P.E.

Parents as Partners:

Teachers will consult with parents on a termly basis and ensure parents have up to date information on their child's progress and attainment. Teachers will also offer parents suggestions of how they can support their child at home and with their next steps in learning.

Impact

Our PE Curriculum is high quality, well thought out and is planned to demonstrate progression. We have gained the **Sunderland Schools Chartermark "Gold Award"** for 5 years in succession. If children are keeping up with the curriculum, they are deemed to be making good or better progress. In addition, we measure the impact of our P.E curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes- formative assessment through ongoing teacher observations and evaluations during P.E sessions to inform next steps.
- Pupil discussions about their learning.
- Half termly tracking of all children using our RISA P.E summative assessment key skills trackers.
- EYFS teacher judgements against the EYFS Profile and planned outcomes for lessons- observations and progress highlighted towards reaching the Early Learning Goals for P.D- updated half termly.#
- **ALL ASSESSMENT DATA WILL BE ENTERED INTO THE SCHOOL TRACKING SYSTEM HALF TERMLY AND REVIEWED AND ANALYSED BY THE SUBJECT COORDINATOR AND HEADTEACHER.**