

PE Policy

Intent

At Reed First School, we recognise the importance PE plays in the curriculum and are committed to providing all children with equal access and opportunities to engage fully in Physical Education. We aim to develop children’s basic physical competences, build confidence in their ability and lay the foundations for a lifelong love of sport, physical activity and healthy lifestyles. Our PE curriculum is carefully mapped out from Early Years to the end of Year 4 to ensure skills are built upon and end points reached in each area of PE in preparation for the next steps in Year 5 and beyond.

Lessons encourage children to compete against themselves and others in a positive way, while being challenged to improve their physical, social and emotional thinking skills.

Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure 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 lifestyles

We believe this links directly with our school’s vision and values of resilience, respect, independence and aspiration. It is also another way in which we can positively engage with our local community and be active citizens within it through engaging in and hosting sporting events with other schools and through our local sports partnership.

Early Years:

To support our play based learning in Early Years, our skilled Early Years teachers will identify and plan opportunities for all children to develop key knowledge and skills which will support them in successfully accessing the National Curriculum for PE when they enter Year One. Our curriculum map identifies areas of PE which form part of the continuous provision in Early Years and areas of physical education which are taught in adult lead discrete lessons.

All planned opportunities over the year are as a result of teachers making informed decisions about what a child needs to learn and be able to do next, this will ensure there

is clear evidence of the depth in learning in PE through the prime learning area of Physical Development. The evidence will come from teacher knowledge of every child and use of assessment skill record sheets.

We follow the statutory framework for the Early Years foundation stage: The most relevant statements for PE are taken from the following areas of learning:

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁹. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

By the end of their time in Early Years, the children will be able 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.
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Key Stage One:

In Key Stage 1, we support all pupils to develop the skills needed to apply to individual team sports in Key Stage 2. Where specific events are planned, children will be taught the skills and knowledge required to engage successfully in these events such as football, tag rugby tournaments and cross country.

Children have opportunities to engage in a range of sports and disciplines which support physical as well as mental health and wellbeing.

Key Stage Two:

Skills taught in Key Stage One are embedded and applied in specific sports. Our Curriculum map shows the detailed progression of skill and the areas of history studied.

Resources

We have high quality resources to ensure units of work can be fully accessed. We are committed to providing opportunities across a range of sports and disciplines which ensure there are less gender stereotypes linked to certain sports. All pupils are taught all elements of physical education; none are split by gender.

Assessment

All pupils have an assessment sheet which lists all end points for every unit of work taught at Early Years and at each Key Stage. This is updated during the year to give an overview of strengths and areas of development for individuals and cohorts of children. These assessment sheets are passed on in cohort folders to inform the planning of the next related unit of work.

Differentiation Inclusion and Special Educational Needs

All children are taught the PE curriculum. We recognise the fact that we have children of differing ability and needs in all our classes, and so 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 which are differentiated by task, expected outcome, the grouping of the children, resources provided and/or support from peers or adults. Tasks will be adapted where needed to ensure PE skills can be met and

that barriers from other areas, for example, physical needs such as having a feeding tube or Cerebral Palsy do not stop children from becoming active. Lessons are scheduled and resources adapted to ensure full participation.

This policy relates to the school's philosophy for promoting equal opportunities. Children, irrespective of ability, race or gender, are given full access to the PE curriculum.

Through the teaching of PE, we aim to develop remove gender stereotypes around sports related to male or female disciplines.