



Farnborough Road Infant School.

Policy on Physical Education and Sport policy (PE)

'Learning, Caring and Achieving Together'

Physical Curriculum

At Farnborough Road Infant School we are sporting stars! We want all our children to love physical activity. We want them to have no limits to what their ambitions are and grow up wanting to be teachers, personal trainers, dancers, nutritionists, sports journalists or gold medal winners!

We want all children to be able to participate in a balanced and inclusive program that offers a wide range of physical activities; indoor and outdoor sports, which boosts confidence, encourages teamwork, good sportsmanship and promotes good mental health. Children will grow in physical ability, confidence and be motivated to adopt a healthy attitude towards life-long physical activity.

Curriculum Intent

Our Physical curriculum promotes a positive attitude to exercise and skills, encouraging a desire to improve and live a healthy active lifestyle.

The FRIS Physical curriculum not only meets National Curriculum requirements but will provide memorable P.E. lessons that will develop their Physical capital and prepare them for the next stage in their education.

Our children have access to high quality extra-curricular clubs eg. Football, Taekwondo, Gymnastics, Cheerleading and Archery. A variety of specialist coaches, such as yoga, dance, tennis and gymnastics, have enhanced our teachers' knowledge and understanding of a range physical activities through the use of our Sports Premium funding. Using our unique location in Birkdale we enhance our provision using coaches from Southport Rugby Club and a local tennis club. Year 2 children step out of their comfort zone and participate in range of challenging physical activities at Rock and River Outward Bound Centre. Many of our children would never get the opportunity to try canoeing, rock climbing and den building at 7 years old.

Curriculum Implementation

The Physical Education curriculum has carefully planned learning opportunities which ensure each year group has a progression of skills, development of technical vocabulary, understanding, knowledge and assessment opportunities.

Our PE curriculum offers an excellent, inclusive range of exciting sporting opportunities and physical activities. Our Early Years classes participate in music and movement sessions, refine their fine and gross motor skills in Motor Magic, Dough Disco, Sticky Kids and timetabled Gymnastic, Dance and Games lessons. Our well planned and developed outdoor spaces include the physical challenges of climbing and balancing. Key Stage 1 continue to hone their skills in all aspects of PE. Every opportunity is taken to perform for an audience including our school's participation in the annual local dance festival for primary and secondary schools held at the town centre theatre.

From Early Years to the end of Key Stage 1 we promote the basic skills of throwing, catching, running, jumping and encourage their application in a variety of sports and games.

Sports Premium funding further enhance our provision offering access to local competitive events and visits to our local high schools for Sports Days and tournaments. Our children love PE enjoying climbing to the top of the big frame in the Hall, playing football at local tournaments, learning to ride their bikes and improve their gymnastics skills.

Organisation and Planning

EYFS

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 age-related expectations, which underpin the curriculum planning for children aged three to five years of age, at the end of the reception year we aim for each child to achieve the Early Learning Goal. We encourage the children to develop confidence, control of the way they move, and care in the handling of 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.

The children have regular dance, gymnastics, multi-skills and games lessons. The physical curriculum is enhanced by daily continuous provision in the outdoor areas, OAA activities and Yoga sessions.

KEY STAGE 1

PE is a foundation subject in the National Curriculum. Our school uses the national scheme of work as the basis for its curriculum planning in PE. We have adapted the national scheme to the local circumstances of the school. As required, we teach dance, games, gymnastics and Outdoor Adventure Activities at Key Stage 1. Our PE curriculum has been enhanced with Multi-skills, Tennis, Rugby, Yoga, Hockey, Dodge-ball and Athletics sessions.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader devises this plan in conjunction with teaching colleagues in each year group.

We use the national scheme of work as the basis for our medium-term plans. This gives details of each unit of work for each term. These plans define what we teach, and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

Class teachers follow a detailed plan for each PE lesson. This lists the specific learning objectives and expected outcomes, and gives details of how the lesson is to be taught. The class teacher keeps these individual plans, and the year group team and subject leader often discuss them on an informal basis.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is progression planned into the scheme of work, so that the children are increasingly challenged as they move up through the school.

The curriculum map ensures that pupils experience a coherent and progressive curriculum throughout the Foundation and Key stage 1. Enhancement lessons are included to broaden pupils experience and encourage enthusiasm for physical activity.

Progression of skills

PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, athletics and outdoor adventure activities. PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills, and it promotes positive attitudes towards a healthy lifestyle. Thus, we enable the children to make informed choices about physical activity throughout their lives.

Our main objectives in the teaching of PE are;

- 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 group situations;
- to develop an understanding of 'competition' and 'good sportsmanship';
- to appreciate a sense of 'fair play' and develop an awareness of 'Growth Mindset' strategies;
- to develop the way in which children perform skills, and apply rules and conventions, for different activities;
- to show children how to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;

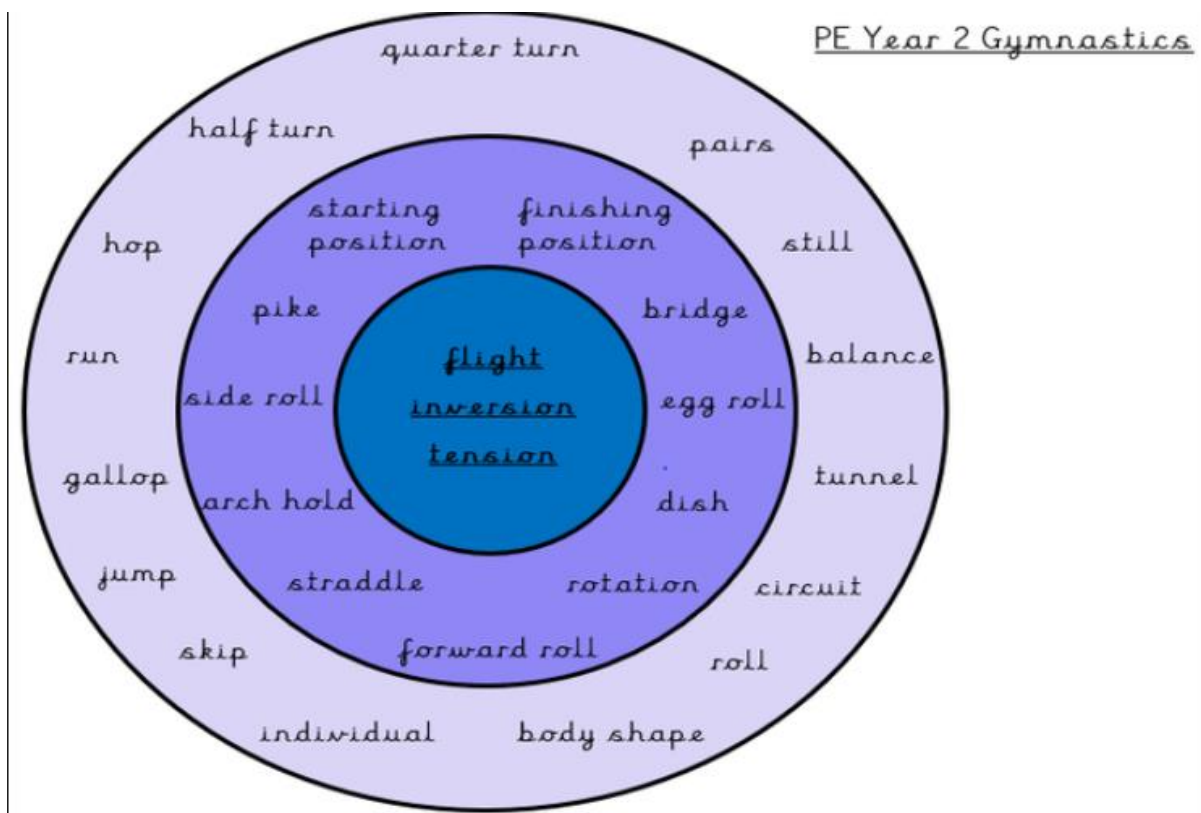
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to allow children to understand how to succeed in a range of physical activities;
- to be able to evaluate their own success and suggest improvements to their own work and that of their peers.

The rate of progression will vary from child to child and has to be considered when planning the teaching and learning situations.

Vocabulary and Oracy

At Farnborough Road Infant School, emphasis is placed on developing the vocabulary and oracy skills of our children.

At Farnborough Road Infant School, we believe that there should be no ceiling on the technical physical vocabulary that our learners are exposed to. With this in mind, PE 'dartboards' with three levels of challenge are prominent in all classrooms in Key Stage One. Teachers will refer to this language when teaching themes and topics.



Equal Opportunities

We teach PE to all children, whatever their ability or individual needs. PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details, see separate policies: Special Educational Needs; Disability Discrimination; Gifted and Talented Children; English as an Additional Language (EAL).

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – equipment, teaching style, differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.

Children with SEND

Intervention through SEN support will lead to the creation of an Individual Education Plan (IEP) for children with special educational needs. The IEP may include, as appropriate, specific targets relating to PE.

We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our school (a sports event at another school, for example), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment, Reporting and Recording

Teachers assess children's work in PE by making assessments as they observe them working during lessons. Older pupils are encouraged to evaluate their own work and to suggest ways in which to improve. Teachers record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. Teachers record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the school's annual report to parents. The teacher passes this information on to the next teacher at the end of each year.

The PE subject leader keeps photographic and video evidence of children's work from classes, the website and Twitter (in a portfolio and for wall displays). This demonstrates the range of sporting and physical activities offered. Teachers take photos and keep progress assessment on PE assessment sheets which inform Arbor for reporting back to parents and tracking the progress of pupils across the age groups in PE. The Subject leader interviews children and staff to monitor and evaluate lessons and experiences.

Resources

There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the Hall, Creative Arts Studio and outside storage for the play areas and Space for Sport and this is accessible to children only under adult supervision. The rear of the hall contains a range of large apparatus, and we expect the children to help to set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the Space for Sport, school playgrounds and ball pens for games and athletics activities. Foundation and Key Stage 1 also have resources available in outside storage for outdoor play and lunch-times.

The Subject Leader is responsible for purchasing and maintaining equipment with a school budget. Staff report back any requirements or comments. The outdoor and indoor gym equipment is regularly inspected by Sports Hall and Gymnasium company.

The Subject Leader supports the Headteacher with the responsible for overseeing the spending of the Sports Premium Funding e.g. to employ/source qualified staff to support the curriculum and out of hours clubs.

Health and safety

It is the general teaching requirement for health and safety that applies to this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. During colder months pupils should wear clothing fit for purpose possibly jogging bottoms and sweatshirts instead of shorts and t-shirts. Tights should always be removed and footwear should have appropriate grip, and when taking part in dance or gymnastics where the floor is suitable bare feet is preferable. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching PE, (see staff clothing policy). The policy of the governing body is that no potentially dangerous jewellery (eg. ear-rings) is to be worn for any physical activity. Staff have been introduced to the accepted codes of practice in PE (Safe Practice in PE BAAL 2020).

Extra-curricular activities and Special Events

All Teaching and leading welfare staff have been encouraged to ensure that equipment and resources are available for active play time sessions. The school offers a range of PE-related activities for children during lunch breaks and at the end of the school day. We are part of the Southport Schools Partnership and we are invited to participate in sporting events and tournaments throughout the year. These encourage children to further develop their skills in a range of sporting areas. We also regularly attend football tournaments hosted by Southport Schools Partnership and Formby Girls Football Clubs. With the support of our local

high schools, we hold annual Sports Days for each age group involving athletic skills and simple orienteering activities. This introduces a competitive element to team games combined with individual races, and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children. We are involved annually with the Sefton Dance Festival and we organise physical clubs in the lunch breaks and after school eg, cheerleading, multi-skills, exercise, dance and football. We have also fostered links with our local High Schools, the Lawn Tennis Association and Southport Rugby Club.

Curriculum Impact

At Farnborough Road Infant School, we believe that a high quality PE education with a wide range of opportunities and experiences for every child will encourage participation and a desire to lead a healthy active lifestyle whilst inspiring them to succeed and excel in competitive sport and other physically demanding activities.

We strive for every child to achieve their full potential in all physical activities, develop a love of Physical Education, be ready for their next stage in learning and inspire aspirations for their future career paths.

At Farnborough Road Infant School, we are Sporting Stars!

This policy will be reviewed on a regular basis.

Updated January 2023

Signed _____ **Date** _____ **Headteacher.**

Signed _____ **Date** _____ **Chair of Governors.**