



# Whitehall Nursery and Infant School

## PE Policy

### Rationale

Here at Whitehall we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education (PE). PE should provide opportunities for all pupils to become physically active and confident in a way which also supports their health and fitness. It is very important to us that our children and families have an awareness and importance of leading healthy, active lives as well as the values of sportsmanship, fairness and respect through the sports and activities they undertake.

### Aims and objectives

Here at Whitehall our aim is to deliver high quality PE lessons which are exciting, challenging and enjoyable and provide many varied learning opportunities for our pupils. We aim to:

- Develop knowledge, skills and understanding across a range of sporting activities.
- Engage in moderate to intense physical activity over sustained periods of time.
- Participate in competitive sports and activities.
- Lead healthy and active lives, picking up positive habits for their future lives.
- To compete in games and activities in a collaborative team.
- To develop staff competence and confidence in the delivery of high quality PE lessons.
- To promote safe practice in all activities.
- To use sport to build pupils self-confidence, self-esteem and resilience.
- To encourage involvement in extra-curricular sporting activities and develop community and club links.
- Increase participation in competitive sports both in and out of School.

### PE and the National Curriculum

In line with the National Curriculum we aim to develop the children's physical competence in a wide range of physical activities including competitive sports. We aim to deliver a high quality physical education curriculum which inspires all pupils and allows them to be physically active for sustained periods of time. In Key Stage 1 we teach all of our pupils 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.

### PE in the EYFS

In Nursery and Reception we deliver sessions that link in with the 'physical development' aspect of the Early Years curriculum. The aim is to develop the children's basic movement skills and begin to develop their coordination and awareness of space. The children must also begin to understand the importance of exercise and a healthy balance diet. In Reception and Nursery the children are given various opportunities to participate in active learning throughout the week. As of September 2020 we will be employing a specialist PE coach who will deliver PE to EYFS. The ethos of our new provider when working with the EYFS curriculum is to link physical activity to stories and narratives. This allows the children to develop their language skills as well as developing their imaginations. The aim of this delivery is to make PE an exciting and memorable experience that links in with other areas of the curriculum.

## **SMSC and PHSE**

A key element of the PE curriculum is the social development of being part of a team and working at team relationships. Our pupils are always encouraged to support their peers and offer them encouragement when they are participating in competitive sport. Following rules in sport is a great way of helping children understand the need for honesty and integrity, doing the right thing for yourself and for those on both your team and the opposition's. Our PE lessons allow the children to understand how to accept being unsuccessful in a competition, to deal with failure in a positive way; to recognise and celebrate the successes of others and to develop resilience. We also actively encourage our pupils to reflect and tune into their feelings after exercise and experience well-being as part of the spiritual learning. We remind all of our pupils of the importance of exercise and how alongside a balanced diet it helps to give them the best opportunity of a healthy and happy life. The children's cultural development is supported through signposting them to high profile sport events from around the world in the media, such as the World Cup, Commonwealth, Olympic and Paralympic games and engaging in focused learning around the host countries.

## **Pupils' Experiences**

In PE opportunities will be created for pupils to build their confidence by competing against their peers or as part of a team. Through our links with The Streetly Academy Network our pupils also have the opportunity to compete outside of school against other local primary schools. Any achievements that our pupils have are always shared upon our return to school and are always greatly celebrated. The after school clubs that we provide allow children to test their ability and challenge themselves physically and enable those with a natural talent or love for a certain sport the opportunity to develop their skills. Multi-skills and football club are always popular with our children and we continue to see growing numbers of children participating. Pupils will have the opportunity, inside and outside, to use balls to catch and throw and aim at targets; learn to use bats and sticks to control balls; climb up and over large apparatus learning how to jump and land safely; learn to balance and control their bodies in dance, gymnastics and games.

## **PE and Inclusion**

Every child in our school is able and encouraged to participate in PE lessons. We offer support to those children who have additional needs and we provide for all children regardless of their background, gender or ability.

- PE lessons are effectively differentiated to allow all children to fully participate.
- Additional adults and visual prompts are used to support children with SEND.
- All children are given the opportunity to compete in whole school competitions such as Sports Day.
- All children are celebrated for their achievements in PE and other subjects.
- All children are given the opportunity to reflect on how their body reacts to exercise and are provided with the correct information to ensure a healthy lifestyle.

## **Assessment for learning**

Children demonstrate their ability in PE in a variety of different ways. Teachers will assess children's learning by making informal judgments as they observe them during lessons. By asking frequent and directed questions, throughout the lessons, to assess their learning and immediately address any misconceptions. During specialist delivery class teachers and TAs use this opportunity to observe the children's physical development and their response to the learning, using this information to inform the planning of the specialist and their own. Pupils are also encouraged to make judgments about how they can improve their own work. A judgement is made by the class teacher with regard to the progress a child has made and this is recorded on a subject specific matrix. The subject leader observes the specialist and class teacher's PE lessons across the year groups and monitors the children's progress against the expected attainment for the end of Key Stage. Subject Matrixes are gathered in termly by Subject leaders to monitor progress of individual children within classes.

## **Resources**

We have a fantastic variety of PE resources and equipment for the children to access during lesson times, break times and during after school clubs. In order for the children to develop their balance and agility we have gymnastics equipment, including a large climbing frame in the hall. Outside we also have equipment

which enables children to develop their upper body strength and balance. We have a designated area in our playground for ball games and have clearly marked goals and baskets fitted for use during lessons, break times and lunchtime. The children also have access to the Play Pod which is full of materials they can use to build and create obstacle courses and play situations where balance and agility are required. The outdoor play cupboard accessed from the playground is fully stocked with hoops, balls and balance equipment and the children are given regular break time opportunities to choose what they want to play with.

## **Monitoring**

The coordination and planning of the PE curriculum is the responsibility of the subject leader, who also:

- supports colleagues keeping informed about current developments in subject and by providing a strategic lead and direction for this subject;
- discusses progress with the head teacher and evaluates the strengths and weaknesses in their subject and highlighting areas for further improvement;
- arranges time to review evidence of the children's work;
- observes PE lessons taught by class teachers in order to provide constructive feedback, highlighting positive areas and areas for improvement; directing colleagues to sources of support including in house good practise;
- Provide a termly summary to Governors.

**This policy will be reviewed every three years.**

Signed: **Jessica Sollom**

Date: **14/7/2020**

# Appendix 1 Progression of skills and learning

PE Progression and coverage EYFS to Year 2

| EYFS Expectation For PE   |   |   |   |
|---|---|---|---|
| The following objectives are taken from the main Early Years outcomes. Physical Development: Moving and handling and Expressive Arts and Design; Being Imaginative.   |   |   |   |
| These objectives are covered by the Sport Xplorers EYFS programme.  |   |   |   |
| <b>Fast Freddie Autumn 1/2</b><br>4-0-60 <ul style="list-style-type: none"> <li>To be able to understand personal space.</li> <li>To be able to travel in different ways with an awareness of others.</li> <li>To travel with control and coordination.</li> <li>To balance without wobbling.</li> <li>To use our arms to help us balance.</li> <li>To focus our eyes on one point.</li> <li>To be able to move controlled with effort, and begin to use associated vocabulary such as 'strong', 'firm', 'gentle', 'heavy', 'stretch', 'reach', 'tense', and 'floppy'.</li> </ul>                               | <b>Balancing Bella Spring 1</b><br>4-0-60 <ul style="list-style-type: none"> <li>To move around the space safely.</li> <li>To try our different 'space' themed movements.</li> <li>To control their bodies whilst moving and performing movements.</li> <li>To safely change direction during movement.</li> <li>To choose to change direction at certain times within their dance.</li> <li>To be able to perform gymnastics core shapes with body tension and control.</li> <li>To be able to travel in different ways showing body tension and control.</li> </ul>   | <b>Handy Harry Spring 2</b><br>4-0-60 <ul style="list-style-type: none"> <li>To be able to roll various pieces of equipment.</li> <li>To aim the direction in which we are rolling the equipment.</li> <li>To be able to roll a ball in a controlled way; slowly, taking careful aim.</li> <li>To retrieve a ball that has been sent to them by bending down low, following the ball with their eyes and positioning their hands to retrieve it successfully.</li> <li>To hold the object securely in their fingers or palm</li> <li>To follow through towards the target when the object is released.</li> </ul>   | <b>Skilful Sally Summer</b><br>4-0-60 <ul style="list-style-type: none"> <li>To be able to hold the stick/racket correctly</li> <li>To be able to control the stick/racket keeping it close to the floor</li> <li>To be able to push objects whilst travelling.</li> <li>To dribble the ball with control</li> <li>To dribble successfully negotiating space</li> <li>To persevere in repeating some actions or attempts when dribbling against an opponent</li> <li>To control the ball showing an awareness for space</li> <li>To change direction by turning with the ball</li> </ul>  |
| <ul style="list-style-type: none"> <li>To be able to adjust speed whilst running</li> <li>To be able to change direction with control</li> <li>To be able to follow different pathways to avoid obstacles</li> <li>To be able to adjust speed whilst running</li> <li>To be able to change direction with control</li> <li>To be able to follow different pathways to avoid obstacles</li> <li>To be able to jump and land off a bench safely</li> <li>To refine landing technique to create a soft landing.</li> <li>To demonstrate good signs of agility</li> <li>To be able to dodge effectively.</li> </ul> | Straight back, head up, on their tip toes – moving silently. <ul style="list-style-type: none"> <li>To be able to use the correct technique for jumping on the floor. To be able to use our arms to get height and then balance, bend their knees in take-off and landing, to land on the balls of their feet.</li> <li>To be able to perform rolls with body tension and control.</li> <li>To be able to perform balances with body tension and control.</li> <li>To be able to keep our body in a tight shape as we balance and hold this for 5 seconds.</li> <li>To use various levels within dance.</li> <li>To be able to show clear shapes within our dance and movements.</li> </ul> | <ul style="list-style-type: none"> <li>To have the opposite foot to the arm forward</li> <li>To pull their arm back bent at the elbow and throw aiming for a point.</li> <li>To bend knees and use power from the legs.</li> <li>To track the ball with their eyes.</li> <li>To open their hands in readiness to catch the ball</li> <li>To correctly position your body.</li> <li>To use the palm of your hand.</li> <li>To hold the bat firmly.</li> <li>To aim in the direction, you want the ball to go and follow through.</li> <li>To stand in a safe space with no-one behind.</li> <li>To accurately apply skills developed in previous lessons to succeed in a variety of tasks</li> </ul> | <ul style="list-style-type: none"> <li>To dribble against an opponent</li> </ul> To be able to show control using different equipment. <ul style="list-style-type: none"> <li>To show different ways of exploring the equipment to show control.</li> <li>To be able to consistently throw and catch.</li> <li>To be able to catch successfully showing a good hand-to-eye coordination.</li> <li>To throw the beanbag using a controlled underarm throwing technique.</li> <li>To be able to work with a partner while throwing and catching.</li> <li>To be able to stop the ball.</li> <li>To be able to pass the ball using different parts of the foot.</li> <li>To pass with good speed and accuracy.</li> <li>To be able to pass with accuracy and speed.</li> </ul> |
|   | <ul style="list-style-type: none"> <li>To use these shapes to represent our dance idea of pirates and how they are feeling.</li> <li>To be able to show clear changes of speed within our dance and movements.</li> </ul>   |   | <ul style="list-style-type: none"> <li>To aim at a target using good weight and accuracy.</li> <li>To hit a target whilst moving.</li> </ul>  |
| <b>Links to ELG</b><br>Negotiates space successfully when playing racing and chasing games with other children. Experiments with different ways of travelling. Travels with confidence and skill around, under, over and through balancing and climbing equipment. Jumps off an object and lands appropriately.   | <b>Links to ELG</b><br>Negotiates space successfully. Experiment with different ways of moving. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. Travels with confidence and skill around, under, over and through balancing and climbing equipment.  | <b>Links to ELG</b><br>Experiments with different ways of moving. Shows increasing control over an object in pushing, patting, throwing, catching or kicking. Negotiates space successfully. Shows increasing control over an object.   | <b>Links to ELG</b><br>Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.   |
| <b>National Curriculum Aims</b> <ul style="list-style-type: none"> <li>Develop competence to excel in a broad range of physical activities.               <ul style="list-style-type: none"> <li>Physically active for a sustained period.</li> <li>Engage in competitive sports and activities.                   <ul style="list-style-type: none"> <li>Lead healthy, active lives.</li> </ul> </li> </ul> </li> </ul>  |   |   |   |

### KSI Expectations

• 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

| Year Group | Autumn 1   | Autumn 2  | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
|------------|--|---|---|--|---|--|
| Year 1     | <p><b>Team Games:</b><br/>Enchanted Woodland (Cornerstones topic)<br/>I can participate in team games.</p> <p>I can begin to develop simple tactics for attacking and defending using a range of equipment.</p> <p>I can begin to master basic</p> | <p><b>Gymnastics</b><br/>I can begin to develop movement skills exploring changing speed, level and direction.</p> <p>Begin to develop balance, agility and coordination.</p> | <p><b>Ball Skills</b><br/>I can demonstrate basic ball skills such as catching and throwing.<br/>Participate in team games, exploring skills such as attacking and defending.</p> | <p><b>Tennis</b><br/>I will continue to develop balance and agility.<br/>Participate in team games</p> | <p><b>Dance– Rio D Vida</b><br/>I can begin to perform simple movement patterns to music.</p> | <p><b>Outdoor Games–</b><br/>Activities relating to Sports Day.<br/>I can participate in team games and encourage my peers.</p> <p>I can continue to develop my balance and agility.</p> <p>I can continue to master basic movement skills such as running, jumping, skipping,</p> |

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|  | <p>movements including running, jumping, throwing and catching.</p> <p>I can also demonstrate some balance, agility and co-ordination, and begin to apply these in a range of activities.</p> |  |  |  |  | jogging ect... |
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| Year 2 | <p><b>Gymnastics</b><br/>I will further develop my movement skills.</p> <p>I will demonstrate balance, agility and</p> | <p><b>Dance</b><br/>I can confidently perform a dance using more complex movement patterns.</p> | <p><b>Tag Rugby:</b><br/>I will confidently demonstrate balance, agility and co-ordination and apply these in team games</p> | <p><b>Balls Skills:</b><br/>I will continue to develop my dribbling, kicking and hitting skills.</p> <p>I can participate in team games.</p> | <p><b>Tennis</b><br/>I will demonstrate balance and agility.</p> <p>I can participate in team games and</p> | <p><b>Outdoor Games:</b><br/>Activities related to Sports Day.</p> <p>I can participate in team games.</p> <p>I can extend my balance, agility and</p> |
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|  | coordination. |  | <p>such as Tag Rugby.</p> <p>I will participate in team games and develop simple tactics for attacking and defending.</p> |  | <p>compete against myself and others. (i.e. beating my own previous score.)</p> | <p>co-ordination.</p> <p>I can extend my basic movement skills. Running, jumping.</p> |
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