

Holly Hill Methodist/Church of England (Aided)

Infant and Nursery School

Physical Education Policy, January 2015

(Miss Allen, Physical Education Coordinator)

Vision

Physical Education (PE) at Holly Hill Methodist/Church of England (Aided) Infant and Nursery School strives to promote a healthy lifestyle for all children through a broad, balanced and progressive curriculum. We aim to deliver a fun and creative curriculum that inspires children to succeed and feel confident through sport, both in and out of school. We also aim to ensure that our teaching staff to deliver high- quality teaching that will increase children's participation in physical activity.

PE

Physical Education enables children to become physically active across a variety of sports and activities. PE within the school curriculum is about equipping children with the fundamental physical skills required to help make children confident and competent movers. Physical education helps children to improve their performance whilst maintaining high activity levels.

School sport

It is recommended that children have 60 minutes of moderate to vigorous exercise a day (180 minutes for children under 5), as it will help children maintain a healthy weight, improve their cardiovascular fitness as well as improving muscle and bone development. By having a healthy and active lifestyle children will develop their social skills through participating in fun physical activities, in addition to promoting and developing children's self-confidence.

Playtime fitness

Holly Hill encourages children to be physically active at break and lunchtimes. Children are able to use the markings on the playground to experience physical activity as well as using the play equipment provided. Teachers, teaching assistants and lunchtime supervisors have also introduced well known traditional playground games to the children to encourage play and physical activity.

Change 4 life club:

Children identified by their teachers as overweight, obese or reluctant to participate in physical activity are invited to the Change 4 Life club once week. The club aims to promote a healthy lifestyle by educating children on the importance of physical activity, eating healthily, having a balanced diet as well as encouraging children to enjoy participating in physical activities. A lunchtime activity supervisor will lead the club in which they will use a sport 4 life bag with sporting equipment.

Aims

Early Years Foundation Stage

PE is a fundamental area of the curriculum for children in Nursery and Reception, which both make up the Foundation stage. The Early Years Foundation Stage Development Matters documentation identifies the importance of Physical development in the early years. Two strands highlighted in the document identify the importance of Moving and Handling and Health and Self Care. Physical Education in the Early Years enables children to develop their confidence as well as understanding how to use the equipment correctly. Children begin to develop an understanding of what a healthy lifestyle in addition to undertaking physical challenges both indoors and outdoors.

Physical Development

- To develop children's fundamental movement skills through promoting the building blocks of physical literacy: stability, locomotion and object control.
- To integrate physical activity and development opportunities into daily practice, supporting other areas of the foundation framework.
- To contribute towards children achieving their recommended 180 minutes of their daily physical activity and minimising long periods of sitting.

Cognitive Development

- To develop the ability to work independently and in small groups, contributing ideas.
- To explore movements and understand why some are more successful than others.
- To respond to questions about their bodies and healthy lifestyles.
- To appreciate the value of safe exercising, for instance warming the body up before exercise and using the equipment safely.

Key Stage One

Physical Development

- To master fundamental movement skills (running, jumping, throwing and catching) becoming more confident and competent working within the activity areas of: swimming, gymnastics, dance, games (attacking and defending), athletics and fitness.
- To provide opportunities to develop children's agility, balance and co-ordination and transfer these to a range of activity areas.
- To develop children's endurance through contributing to their recommended 60 minutes of daily moderate to vigorous physical activity, minimising long periods of sitting and providing opportunities for children to strengthen their muscles and bones.

Cognitive Development

- To apply their developed skills to sequences and mini game situations. Adapting to competitive environment.
- To develop simple tactics for attacking and defending in game situations.
- To begin to improve observational skills, the ability to describe and make simple judgements on their own and others' performances, and to use this knowledge and understanding to improve their own performances.
- To demonstrate the value of safe exercising e.g. warm up, lifting and carrying mats and equipment safely.

Spiritual, moral and cultural development

- To treat your team members and opponents with mutual respect.
- To encourage others and give praise for their personal achievements.
- To understand that physical activity is not about winning but about doing the best you can.

Structure of a lesson

When planning a lesson for PE the following should be taken into consideration:

Warm up: The warm up enables children to raise their pulse, so that blood flow is increased throughout the body and muscles are warmed so that they react quicker and injury is prevented. Specific skills linked to the main part of the lesson should also be introduced during the warm up, in order to ensure that

children prepare their body for the specific exercises they will carry out. Warm up should gradually increase in intensity leading up to vigorous activity levels.

Skills: Children should be provided with the opportunity to be taught the fundamental skills they require early on in the lesson, in order for children to develop their skill in isolation.

Application: Once children have developed the fundamental skills they should be provided with the opportunity to apply their knowledge and understanding of the specific skill before applying it in a sequence, game or competition. The opportunity for evaluation must also be included.

Cool down: The main aim of a cool down is to ensure that the heart rate decreases by lowering the intensity of the physical activity. Children must be prepared to enter their class room. The cool down must not be at the same level of intensity as the warm up and main part of the lesson. A few isolated stretches should also be carried out in order to prevent injury from occurring.

Inclusion and differentiation

The PE curriculum is designed to cater for all children at Holly Hill and all are expected to participate regardless of their gender, ethnicity, religion and Special Educational Needs (SEN). Where children have specific needs, adaptations are made to the lesson in order to facilitate all children within the lesson.

In order for all children to participate in a lesson where they feel able to achieve the learning objective, the lesson activities must be differentiated. PE lessons are inclusive to all children through differentiating activities to suit the needs and abilities of children. It is important that all children feel valued and supported within a safe and secure environment. The principle of STEP is used in order to adjust lessons appropriately.

Space: change the space available, e.g. making the space smaller or bigger.

Task/ time: change the task or time allowed.

Equipment: change the equipment available, e.g. bigger or softer balls.

People: change the people, e.g. the number of people in each group.

Staff development

Each class teacher is responsible for teaching and assessing of the PE curriculum for their class. Teacher assessment and child assessment sheets are provided for each class teacher. It is vital that all staff are confident and competent delivering each physical activity to a high standard in order to ensure high quality PE is taught to progress children physically. Teachers are expected to indicate areas of the PE curriculum where they feel support is required in order to improve. Support can be provided by the curriculum leader, sport professionals and through INSET. Through government funding Aspire Sports Health & Fitness are working alongside teachers to improve areas for development. Staff who attend CPD courses are also expected to provide feedback.

Cross curricular links

Physical Education provides many links with other subject's throughout the curriculum, for example:

Literacy: Physical literacy, link specific books, and instructions.

Maths: Shape, position, directions, counting, addition, subtraction, measure.

Science: Body parts, pulse rates, healthy eating.

ICT: Use of cameras, iPad's, computer, cyber- coach software.

Health and safety

Teachers are required to do a health and safety check of the PE environment in order to ensure that the lesson is safe and the risk of injury is minimised. A safe area must be marked out in order for children to know where they are and are not prohibited to go. Teachers are also required to ensure that the equipment is safe to use. In addition, children should also be aware off their own and others safety at all times.

- Children should dress in the correct school PE clothing, black shorts, red top and black school pumps.
- Children are required to either wear black school pumps or be bare foot indoors.
- Children should work bare foot when working on apparatus.
- Jewellery should be removed.
- Long hair should be tied up and rigid headbands should be removed.