

John T. Rice Infant and Nursery School

PE Policy



PE Policy

Introduction

This Policy is a statement of the aims, principles and the teaching and learning of PE at John T. Rice Infant School. At John T. Rice Infant School, we aim to develop knowledge, the skills needed in PE to build on early childhood experiences by further investigating and exploring the things that are familiar to them. We want them to work safely and to be aware themselves of safety issues. We also aim to provide hands-on experience wherever possible and to use drama/role-play to aid understanding.

At John T. Rice Infant School we have high expectations of children's work and celebrate children's achievements, fostering self-esteem and confidence.

INTENT

Aims

Pupils should develop core movement, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Objectives

Pupils should be taught to:

- Master basic movements such as running, jumping, throwing, 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

IMPLEMENTATION

Teaching & Learning

Our Curriculum

Our curriculum has been designed to be engaging, broad and rich. It is a curriculum that evolves, based on the needs of our children and changes in the world around us. It takes into account the local context of the school, experiences and backgrounds of our children

and provides them with the relevant and memorable learning experiences to enable them to become well rounded, successful citizens. Our school vision, values and ethos are interwoven within this vibrant curriculum.

Planning

Our long-term planning is based on a two-year planning cycle (Cycle A and Cycle B) with a different theme each term and a planned in visit or visitor.

The Key Stage One team meet half termly to complete the medium-term planning. To ensure that the topics provide adequate coverage and progression through Years 1 & 2, the subject leader has written a progression document containing details of the vocabulary and breadth of study to be taught. This then provides the basis for the medium-term planning. This provides details of each lesson objective, vocabulary and necessary knowledge. One teacher will plan this to ensure consistency through the classes.

Class teachers have the responsibility for creating their own weekly planning using the medium-term topic slides and resources.

The responsibility for the teaching of the P.E. curriculum is shared between a specialist P.E. teacher (Express Coaching) and the class teachers.

A variety of teaching and learning approaches are used to develop knowledge and skills. These include:

- Discussions and demonstrations
- Class activities
- Practical sessions
- Music/video as a stimulus
- Evaluating performance
- Making sequences
- Exploring movements

During lessons children may work individually, in pairs, small groups or as a whole class and they will work with a variety of resources, including large and small balls, bats, bean bags, quoits, hoops, large and small apparatus, mats and nets.

P.E is taught either in the school's multi-functional hall or on the school main playground/grassed area. P.E is taught outside where possible and weather permitting.

Time allocation

All pupils are entitled to a minimum of 2 hours focused P.E per week. John T Rice meets this entitlement through one focussed session per week for F2 and two focussed sessions per week for KS1.

In addition to the focus P.E sessions, wake and shake sessions happen for 5 minutes daily with all children from FS2 to KS1.

Children are encouraged to walk or cycle to school to increase their daily physical activity. A cycle shelter has been bought for the children to securely leave their bikes if they choose to ride them to school.

School Sports Funding

The school receives £8500 per year from the DfE to help improve the teaching of P.E. to our children. This is used to fund a specialist P.E. teacher who works with 4 of the classes each week. Staff also spend time observing her each half term to aid their own professional development.

Non-negotiables

Non-negotiables are a clear map of the basic skills to be taught in each year group. These are essential for children to unlock their learning and make progress. Opportunities to teach these skills are interwoven through the Design Technology curriculum.

IMPACT

Monitoring & Assessment

Children are informally assessed during lessons, through questioning and performance which will be used formatively to inform future planning. Summative assessments are used at the end of each term using ScholarPack, to show progression throughout Key Stage One.

Planning will be looked at to monitor coverage and progression of History across the key stage.

Speaking & Listening

Speaking and listening activities should be encouraged within PE whenever possible. These should be linked to the learning objectives for Spoken Language taken from the National Curriculum for English.

Equal Opportunities

At John T. Rice Infant School we are aware of the need for equality of access for all children. Our staff believe strongly in creating equal opportunities for all children and work to this aim. We introduce and build upon the children's awareness of equal opportunities including the development of respect and understanding of multi-cultural, gender and S.E.N. issues.

John. T. Rice Infants is committed to ensuring equality of opportunity in line with the Equality Act 2010. We aim to reduce disadvantages, discrimination and inequalities of

opportunity, and promote diversity in terms of our pupils, our workforce and the community in which we work.

We will assist our pupils in achieving to their very best potential. Where pupils experience barriers to their success, we will work with them to address these in a sensitive and sympathetic way. We will teach our pupils the importance of equality and what forms discrimination can take and the impact discrimination can have.

We will not discriminate on any of the grounds listed below (known as the Protected Characteristics) save where such discrimination is permitted by law. The Protected Characteristics that apply to schools are:

- Age (in relation to staff only);
- Disability;
- Gender re-assignment;
- Marriage and civil partnership (in relation to staff only);
- Pregnancy and Maternity;
- Race;
- Religion Faith or Belief;
- Sex; and
- Sexual orientation.

E-Safety

Whilst using a wide range of technologies to teach PE, we need to ensure children are safeguarded. E-Safety encompasses Internet technologies and electronic communications such as mobile phones as well as collaboration tools and personal publishing. It highlights the need to educate pupils about the benefits and risks of using technology and provides safeguards and awareness for users to enable them to control their online experience.

E-Safety depends on effective practice at a number of levels:

- Responsible ICT use by all staff and pupils; encouraged by education.
- Sound implementation of e-safety policy in both administration and curriculum, including secure school network design and use.

This policy was agreed by staff and the Governing Body. This policy was reviewed in Summer 2023 and will be reviewed again in Summer 2026