



Newport Infant School and Nursery

Physical Education Policy

Date of Policy Creation	November 2023
Policy Lead	Alison Goddard
Date of Policy Adoption by Governing Body	December 2023
Frequency of review	Three yearly
Review Due	November 2026
Category	Curriculum

Aims of our PE curriculum

At Newport Infant School and Nursery we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning.

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 lives

Teaching and learning

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. 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 works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

Long Term Planning – (Appendix 1)

Newport Infant School— Long Term PE planning—Getset4PE					
EYFS (Nursery and Reception)					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Introduction to PE: Unit 1	Ball Skills: Unit 1	Introduction to PE: Unit 2	Fundamentals: Unit 2	Ball Skills: Unit 2	Games: Unit 2
Fundamentals: Unit 1	Dance: Unit 1	Gymnastics: Unit 1	Games: Unit 1	Dance: Unit 2	Athletics—Linked to Sport Day
Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fundamentals	Target Games	Ball Skills	Invasion	Fitness	Athletics
Team Building	Dance	Yoga/Gymnastics	Net and Wall	Sending and Receiving	Striking and fielding
Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fundamentals	Target Games	Ball Skills	Invasion	Fitness	Athletics
Team Building	Dance	Yoga/Gymnastics	Net and Wall	Sending and Receiving	Striking and fielding

EYFS

Physical Development is one of the three Prime Areas in the Early Years Foundation Stage. Children in Nursery and Reception access activities as part of the child-initiated and adult-led offer daily, with a high emphasis on physical as they begin their journey in our Foundation Stage in the 2-year-old provision (Acorn Class). Children in Pre-School (Oak Class) and Reception have a planned PE session following the Get Set 4 PE scheme. The children in Nursery are assessed against the outcomes we expect at the end of each year in Physical Development, with guidance and referencing the Development Matters (2021) document. The children in Reception will be assessed at the end of the year against the Early Learning Goals (ELG) for Physical Development. The skills and knowledge that they learn across the year and EYFS phase enable the children to achieve the ELG as they finish their time in the Key Stage. The children in our EYFS adhere to the requirements set out by the Statutory Framework (2023).

Assessment

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the assessment and progression grids, as part of the whole school foundation assessment system. The assessment is used to guide further planning and delivery, in accordance to the needs of the group. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage. Teachers are supported with

resources to know how to prepare children for their next phase of education. These resources include the Get Set 4 PE progression of skills document, progression ladders and knowledge organisers. Throughout the assessment process, teachers will draw attention to good examples of individual performance as models for other children, and we encourage children to evaluate their own work and that of others within their class. Teachers will use adaptive teaching strategies and will use differentiation where needed to ensure children are able to access the learning.

Resources

There are a wide range of resources to support a high standard of PE delivery throughout school. Most of the equipment is stored in either the inside or outside PE cupboard/Shed. There is also a range of apparatus stored in the hall for use indoors when required. The children will be shown how to safely use all of the equipment, and support will be given to the children to encourage them to set up and put away equipment and apparatus safely. The school playground and field are all available for PE lessons, in addition to the hall and classroom spaces.

PE Kits

Children and staff will always be dressed appropriately for PE, with all children required to change into PE kit, and staff to be setting a positive example at all time. At the start of each academic year, parents will be sent a letter containing all the details regarding PE kit requirements, with images for reference also. Children will be assigned a sport house on their arrival to school; each house is assigned a colour (blue, red, green and yellow). The children are expected to wear a t-shirt and sweatshirt of their house colour as part of their PE kit uniform. The rest of the kit is made up of black shorts and PE pumps/trainers. Children are also asked to wear socks with their PE kits and refrain from wearing tights underneath their kit, for hygiene reasons.

Health and Safety

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control.

Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma.

Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair. If the removal of jewellery or studs is not possible they should be securely taped and the teacher is confident this strategy is effective. Our School provides an appropriate PE kit for all children and keeps spare sets in school.

- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga.

- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in.
- Equipment and apparatus are stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.

Teaching staff should be appropriately dressed to teach PE.

Risk Assessments

Risk Assessments are written for the use of PE equipment and safe use of play on the playground, on the field and outdoor learning activities, such as 'Muddy Club'. These are reviewed at least annually.

Specific risk assessments will be written and approved by the Headteacher for events that take place off the school site, such as to compete at sporting events.

Risk assessments are stored on the 'staff drive' so that everyone has access to them. There is also a physical copy in a folder kept in the staff room and in the Headteacher's Office.

Staff should report any issues or incidents related to the risk assessments so that amendments can be made in a timely manner.

Daily Active

Newport Infant School is committed to providing at least 30 minutes of physical activity to the children per day, in addition to timetabled PE lessons. This is achieved in a variety of different strategies:

- Teachers seek opportunities to include active learning withing their usual planning.
- Brain breaks – teachers will allow for 5 - 10 minute active brain breaks for the children, where they complete short bursts of exercise (e.g. GoNoodle), not only to boost their physical output per day but to also help with the children's attention and concentration.
- Organised play opportunities – Break time and lunch time to be utilised as an opportunity for the children to take part in semi-structured PE and games – Playground Pal leaders will be trained to help deliver games
- EYFS to use their outdoor area frequently throughout the day to increase the activity of their class groups.

Extra-Curricular

Newport Infant School and Nursery provides a range of PE-related activities after school. The activities are fully inclusive and all children have access to all activities. The activities and sports are designed to further develop the children skill range and confidence. Details of the current termly offer are sent out to parents, and parents book a place for their child. The PE coordinator will also seek additional input from outside providers where possible and will also look for opportunities for the children to take part in external festivals and competitions.

Policy Evaluation

The PE coordinator is responsible for monitoring and evaluating the effectiveness of this policy and the PE and sport offer across Newport Infant School and Nursey. The policy will be reviewed in accordance to the timeframe set out at the beginning and as and when it is needed, in response to curriculum changes and external inspections.

Appendix 1

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Supporting the EYFS Statutory Framework with GS4PE

EYFS

"To have the best chances of establishing and maintaining physically active lives both across a broad range of activities and in the long term, it is important that pupils develop secure foundations for movement. To do this, they need to develop adequate levels of fundamental movement skills (FMS) in the early years."

Research Review Series: PE, Ofsted, 2022

Our EYFS content allows for children to experience movement, interaction and engagement through structured play.

They will be given opportunities to understand rules and boundaries, using a variety of equipment and working both independently and with others.



The content has been carefully sequenced to bridge the gap between play and the KS1 NC PE. We have evidenced this in our 'Skills and Knowledge Progression Ladders' in Awesome Stuff.

"Although motor development is age-related and not age-dependent, it can be argued that FMS are best developed between 3 and 8 years old. Therefore, developing careful progression through Reception and primary school is vitally important."

Research Review Series: PE, Ofsted, 2022

"Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development"

Statutory Framework For the Early Years Foundation Stage, 2021

That's why in each of our early years units the content and assessment criteria are written around the ELG's from these prime areas.

Find the assessment criteria for each unit on the scheme of work.



Intro to PE

Teaching this unit first gives children opportunities to learn how to safely use a new space, adhere to set rules and move around others, with and without equipment.

Ball Skills

These units allow children to practise skills independently and with a partner, preparing for the KS1 NC to 'master basic movements including throwing and catching'.

Dance

These units allow children to move energetically and in time to music (ELGs). At KS1, dance is the only compulsory activity on the NC so teaching dance at EYFS gives children a good grounding.

Fundamentals

Teaching this unit next allows children to explore their FMS with simple rules and minimal, if any equipment.



You can teach all of our content to either nursery or reception. Our Unit 2s are harder than Unit 1s. So, if you are using them for both age groups, we suggest you teach Unit 1s first.

We also used 'Development Matters' 2021, to ensure that our assessment statements are appropriate and progressive for children in nursery and reception.



Games

These units provide opportunities for children to manage emotions, learn how to play within rules, build relationships, understand what a team is and how to play with others. It provides a foundation for all games activities in KS1 and KS2.

Gymnastics

These units provide children with opportunities to develop strength, balance and co-ordination (ELG) whilst preparing for body management activities taught in KS1.



Fundamental movements skills underpin all activities in our EYFS units. Our units allow children to develop these skills in isolation and in simple combination. Reinforce the teaching points for FMS in all PE units to help children increase their competence.