

Palfrey Infant School -Physical Education and Wellbeing Policy – Jan 2022

As a Rights Respecting School we believe:

Every child has to learn and have an education. Article 28 & 29

Every child has a right to be safe from harm and abuse : Article 19

Every child has a right of freedom of expression. Article 13

Every child has a right to be part of a community and practise his or her own religion and use his or her own language Article 30

Every child has a right to rest and leisure. Article 31

Every child has a right to keep healthy Article 24

CURRICULUM LEAD TEACHER: A FOSTER

Rationale

See Palfrey Infant Curriculum Design Philosophy Statement.

Rationale

A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sports. It should give every child, whatever their ability, an equal opportunity to be physically active; to develop their basic skills and physical competence, encourage a healthy respect for exercise and fitness, underwritten by an enjoyment and love of sport and games. Physical Education provides the potential to build character and to help embed values such as fairness and respect.

Aims

At Palfrey Infant School we understand that we have an important part to play in helping pupils and staff establish and maintain lifelong habits of being physically, socially and morally active. We aim to develop and produce opportunities to ensure competence to excel in a broad range of physical activities by offering high quality teaching to increase participation and healthier pupils.

Objectives

- To offer high quality teaching, and differentiation to ensure all pupils succeed
- To improve physical, mental well-being, shape behavior and develop leadership skills
- To develop habits leading to a healthy and active lifestyle and promote physical fitness
- To contribute to children's social and emotional development, by promoting self-confidence and self-esteem, developing qualities such as commitment, fairness, tolerance and a concern for others as well as individual success
- To develop children's confidence in applying and adapting a range of skills in a variety of settings
- To encourage children to use their creativity and imagination in physical activity
- To help children to understand how the body responds to activity and teach children to be more skilful in the way they control their movements and develop coordination
- To engage in competitive sports and activities
- To be physically active for sustained periods of time and develop enjoyment
- To encourage pupils to lead an active lifestyle

Curriculum planning

- Teachers are responsible for planning for their classes each term as part of their general planning. Active Literacy and Numeracy sessions are delivered when appropriate.
- The school is using Imoves PE package for to cover all aspects of gymnastics, games and dance, including being active within the classroom
- The resource has been designed to provide complete coverage of all aspects required to enhance physical development across Early Years and Key Stage 1.
- The school is part of Streetly Primary School PE and Sports Development Network enabling pupils to take part in competitive sports against other schools and have specialist teaching. CPD opportunities are delivered to all staff (including parents) through the network.
- Healthy eating sessions are delivered in school by Streetly Academy and Super Wiggles which also involve parent workshops.
- There are opportunities for Active days (Maths/Literacy/Sporting) supported by Streetly Academy. This will allow all the children to participate in large events. They will be able to celebrate their skills allowing all children to shine and show their expertise.
- Wake up Shake up/Dough Disco/Active Blasts are delivered throughout the school on a regular basis.

Foundation Stage

- Children in the foundation stage follow the EYFS seven areas of learning which supports their early development within this subject, supported through Imoves.
- Opportunities are created on a daily basis which develop agility, balance and co-ordination through action songs, rhymes and stories, Wake-up Shake-up.
- Dough Disco delivered in Nursery and Reception on a daily basis to help develop and strengthen fine and gross motor dexterity.

Active Lunch times

- Dinner Supervisors support pupils during lunchtime by planning fun activities through setting up different activity zones.
- Pupils voice helps to improve facilities for lunchtime sport provision.
- Active structure play times are organised throughout the school daily.

After school clubs

- Walsall Football Community Programme offer a varied range of skills with an afterschool club.

Healthy active lifestyles

- Pupils and parents are encouraged to walk to school - monitored by charts/website to record how children come to school (walking and Wheeling)

Assessment

Ongoing assessments are made during lessons/units. Teachers record progress made by children against the Imoves Skills framework (games, gymnastics and dance). This enables the teacher to make assessments and for future planning. Progress is then recorded using Insight, this Progress is then reported to the Co-ordinator on a termly basis and assessment then forms an annual report for stakeholders. Children are encouraged to assess and evaluate their own work and that of other pupils during lessons, to enable them to improve performance and plan for future tasks.

Health and Safety

Supervision of Pupils

- All teachers should ensure that pupils are clear on what is expected of them. Pupils should not be allowed to use equipment unless properly supervised.
- The size of any group is modified accordingly to the pupils' maturity, competence, experience etc.
- They know of any medical conditions that a child might suffer from, such as diabetes, epilepsy, allergies and asthma. Medication should be easily accessible
- All pupils should be appropriately dressed for physical activity. PE kit consisting of shorts and t-shirt or a tracksuit and black pumps, black pumps only in Nursery. Exceptions may be made for pupils whose religion requires alternative dress codes. Head scarves must be removed for children's own safety.
- Jewellery and watches should not be worn whilst doing P.E. because injury may be caused to the pupil or fellow pupils
- Teachers must wear appropriate footwear.

Apparatus

- Hall must be checked before lesson to ensure all areas are clear of obstacles i.e. chairs/spillages from lunchtime.
- Apparatus must be assembled and dismantled systematically. It should be checked immediately before use by the teacher in charge of the lesson and stored safely
- Children should be taught gradually how to lift, carry, place and use all equipment safely.
- Apparatus must be inspected regularly. Insecure or broken apparatus must be removed from the area, clearly marked as unfit for use and reported to the P.E. co-ordinator or Head teacher on the same day.
- Avoid overcrowding and queues forming at the apparatus.
- Apparatus should never be used in chasing games.

Lesson

- All pupils must be aware of any safety rules necessary for the lesson.
- Teachers must take into consideration limitations of the working environment and time given to a P.E. task.
- Teachers must be in a position to observe all activities in the lesson.
- Teachers must ensure that apparatus is placed away from hazards
- If pupils need to wear glasses during lessons then parental permission should be sought.

Special Needs

- Children with special needs should be included in P.E. lessons wherever possible unless this compromises the safety of other children and the child themselves. The curriculum should be adapted to suit each child's ability. It is the ability not the disability that counts.
- Medical advice should be sought if the teacher is unclear about how a disability might limit a pupil. (See SEN teacher)

First Aid

- Office staff must take responsibility for ensuring the first aid equipment is maintained ready for use. Designated first aiders are on sight.
- All staff should know location of first aid equipment including inhalers and any medication needed for a child in your class.

- Any P.E. accident must be recorded, on the same day, by the teacher in charge of the lesson and a copy sent to the parents.
- The red triangle should be sent to the office, if emergency help is required.

For further details on safety in P.E. please refer to 'Safe Practice in Physical Education' (BAALPE) revised regularly. Sport Funding is used to ensure the '**Childhood Obesity Plan for Action**' (August 2016) is met. Key Indicators for sports funding:

1. Engagement of pupils in regular physical exercise
2. Profile of PE and Sport is raised
3. Increased confidence, knowledge and skills of staff in delivery of PE
4. Broader experience of a range of sports
5. Increased participation in competitive sport

As a 'Rights Respecting' school we believe that Article 24: 'Every child has the right to the best possible health. We provide our children with an understanding of healthy wellbeing is formed from clean water, exercise and eating healthy.'