



Inspire Learning, Ignite Curiosity

Marlow C of E Infant School Physical Education Policy 2023

Then God said, “Let us make humankind in our image, in our likeness”

Genesis 1:26

Rationale

At Marlow Church of England Infant School our curriculum vision is to inspire learning and ignite curiosity, within a welcoming Christian and spiritual community. We embrace the uniqueness of everybody and are inclusive of all. Our values of respect, kindness, perseverance, forgiveness, thankfulness and service guide all that we do and our aim is for every child to feel nurtured, supported and safe.

Our belief is that every individual is created in God’s image and therefore is precious and valuable. We believe in treating everybody with respect and dignity because we acknowledge everyone’s God given value and unique identity.

We aim to achieve this by providing children with the opportunity to work towards achieving their full potential by:

- Embracing the uniqueness of everybody and be inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet

As a school we support the rights of children and these rights are encompassed in the UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a good quality education* and Article 31 *Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.*

The PE lead is: Mrs Sarah Downing
The PE Governor is: Mrs Jackie Cousins

Curriculum Intent:

Physical Education is the planned, progressive learning that takes place in school curriculum timetabled time and is delivered to all pupils. The context for the learning is physical activity, with children experiencing a broad range of activities, including gym and dance. Physical education supports all pupils to become physically confident, therefore supporting their health and fitness. At Marlow C of E Infant School, we are committed to ensuring we help every child create a lifelong love of movement, develop healthy lifestyles and a new ambition to keep active.

At Marlow C of E Infant School, we deliver a high-quality inspiring PE curriculum that focuses on ‘stage not age’ and where children develop their fundamental movement skills alongside developing their physical literacy, emotional and thinking skills. This then supports our commitment to looking after their mental health wellbeing. Our PE curriculum is specifically built and delivered to enthuse, inspire, include and engage all pupils whatever their stage and

ability. Working on the children's social, personal, cognitive, creative, physical and health and fitness 'cogs', alongside the school's Christian values, helps children to reach their full potential and develop essential learning skills; ensuring we develop and nurture the whole child, to enable them to succeed in any walk of life. We aim to support our children and our love of movement with educating and helping our families to be more engaged in their children's well-being and health.

***“Good health supports successful learning. Successful learners support health. Education and health are inseparable”
(World Health Organisation).***



Statutory Requirements

Physical education (PE) is a compulsory part of the curriculum for all pupils at every Key Stage. It is up to schools to determine how much time is devoted to PE in the curriculum but guidance from the Department for Education recommends that they should provide pupils with a minimum of two hours curricular PE per week.

Statutory requirements for the teaching and learning of physical education are laid out in the National Curriculum (2014)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf

The *statutory framework for the Early Years Foundation Stage (2021)*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

EYFS

In the new EYFS framework Physical Education development covers both Gross and Fine Motor skills. Children in Reception are expected to be able to be able to:

Gross Motor skills:

- Negotiate space and obstacles safely, with consideration for themselves and others
- Demonstrate strength, balance and coordination when playing
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

“Physical Development Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities,

puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence". (EYFS 2021 Framework P9)

During Reception standalone PE lessons teach the pupils:

- to develop their basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities

KS1

Statutory requirements for the teaching and learning of physical education are laid out in the National Curriculum Document (2014) for KS1. Physical education is a foundation subject in the National Curriculum which states that:

"A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect"

Over the Key Stage, pupils should develop fundamental movement skills, become 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.

During KS1 pupils are taught:

- to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities
- to participate in team games, developing simple tactics for attacking and defending
- to perform dances using simple movement patterns.

Curriculum Implementation

Real PE

Our PE curriculum is delivered using Create Development's; Real PE, Real Gym and Real Dance. All Year groups have their own dedicated scheme of work, which builds on previous learning experience. All children have clear learning journeys and progression of skills using this platform. Create Development have ensured they are fully aligned with the National Curriculum and focuses on developing the children's ABCs of movement (Agility, Balance and Coordination), social, cognitive, creative, healthy competition and personal bests skills. When we work on these skills hand in hand we start to foster a lifelong love of movement for a healthy body and a healthy mind.

The children develop fundamental movement skills alongside the multi ability cogs which are the focused learning points of each lesson. There are 6 'multi ability' cogs of varying ability level depending on the year group concerned across the entire year and each cog develops the 'whole' child during their PE/Dance/Gym journey.

Positive PE lessons for every child

Every child wants to play, move and learn...

...creating positive early core memories and experiences...



...developing physical literacy, emotional and thinking skills...



More traditional approaches.....

...the problem with traditional approaches...

- No sense of belonging
- Poor Fundamental Movement Skills
- Feeling inadequate
- No choice/ownership/voice
- Sport first



Create Technologies – Introduction to Real PE

Curriculum Organisation

PE lessons in Key Stage 1 take place twice a week for every class within Marlow C of E Infant School. Hall provision is timetabled but the teachers are encouraged to use the outside environment during good weather throughout the year, even taking PE equipment such as benches and mats out to facilitate the learning.

Across the year, one lesson per week is a dedicated PE lesson which supports mastering and applying basic fundamental movement skills; agility, balance and coordination. The other lesson of the week will be either dance, gym or games/skill applications.

Autumn Term	Lesson 1	Real PE - personal and social cogs
	Lesson 2	Real Gym
Spring Term	Lesson 1	Real PE cognitive and creative cogs
	Lesson 2	Real Real Dance (6 weeks) and curriculum dance units (6 weeks)
Summer Term	Lesson 1	Real PE – physical and health and fitness cogs
	Lesson 2	Games and sports skills

In Reception, PE lessons take place once a week and focus on developing coordination, balance and agility.

Real PE:

Year 1 lesson outline example

Lesson 1
Baseline assess

Warm-up
I'm Riding on my Bike

Skill
The Birthday Bike Surprise

Skill Application
Off for a Ride

Review Method
Time Shares

Year 2 lesson outline example

Lesson 1
Baseline assess

Warm-up
Rock, Paper Scissors

Skill
Footwork

Skill Application
Matching Pairs

Review Method
Time Shares

Lessons for EYFS and Year 1 are story based to engage and develop their skills around the theme. Both year groups use the same stories and skills but the learning progresses across the year groups. An overview can be seen below.

	Cog	Theme	Skill
Autumn 1	Personal	Bike	Coordination – footwork
		Pirates	Static 1 leg balance
Autumn 2	Social	Space	Dynamic Balance to agility
		Jungle	Seated static balance
Spring 1	Cognitive	Train	Dynamic balance on a line
		Circus - tightrope	Static Balance – stance
Spring 2	Creative	Circus - clowns	Coordination - Ball Skills
		Seaside	Counter balance with a partner
Summer 1	Physical	Circus – Juggling	Coordination - Sending and receiving
		Fairy Tale	Agility – reaction and response
Summer 2	Health and Fitness	Squirrel	Agility - Ball Chasing
		Cat	Static Balance – Floor Work

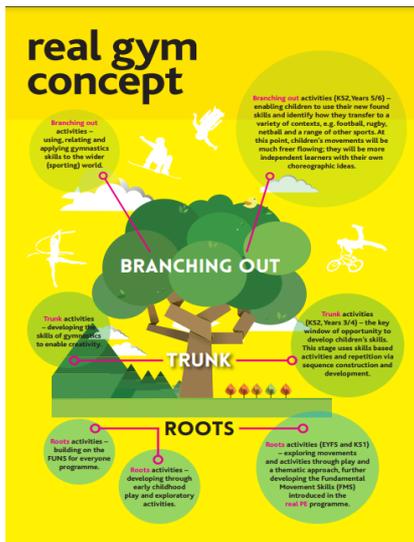
In Year 2, the lessons remain in the same format focusing on the skills rather than a thematic approach.

	Cog	Warm-up Focus	Skill
Autumn 1	Personal	Rock, Paper scissors	Coordination – footwork
		Snap, Crackle, Pop	Static 1 leg balance
Autumn 2	Social	Stepping Stones	Dynamic Balance to agility
		Find and select Shapes	Seated static balance
Spring 1	Cognitive	Walking Race	Dynamic balance on a line
		Stuck in the mud	Static Balance – stance
Spring 2	Creative	Giant Prix	Coordination - Ball Skills
		On the Mat	Counter balance with a partner
Summer 1	Physical	Continuous Throwing Relay	Coordination - Sending and receiving
		Ball Handling	Agility – reaction and response
Summer 2	Health and Fitness	Ball Tricks	Agility - Ball Chasing
		Balance Dice Frenzy	Static Balance – Floor Work

Real Gym



The skill element of Real Gym is made up of 5 areas - Shape, Balance, Travel, Flight and Rotation. Each skill is explored and developed through 7 stages. The first three help children learn and develop their skills through floor work, with the remaining four stages showing how they can begin to develop their skills in different contexts - hand apparatus, low apparatus, partner work and large apparatus. The skills matrix can be explored both vertically (within the skill area) or horizontally, for example, by developing all five skills using large apparatus available in our school.



Roots activities (EYFS and KS1) – exploring movements and activities through play and a thematic approach, further developing the Fundamental Movement Skills (FMS) introduced in the real PE programme.

The multi ability cogs run through Real Gym lessons however, teachers have the ability to choose the multi ability cog which can be tailored to the individual needs of the class. When the multi ability cog is changed the skill being learnt remains the same. Both EYFS and KS1 have a basic thematic approach to make learning fun and interactive.

Year 1 lesson outline example:

Lesson 1 Baseline assess

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Year 2 lesson outline example

Lesson 1 Baseline assess

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Real Dance



Real Dance is currently only used for Key Stage 1 as the focus in Reception is to develop the children's fundamental movement skills and ensure that the Early Years Framework is covered. Real Dance has been developed to ensure every child can experience the joy and freedom of creativity through dance. With a range of music styles on offer the children develop their creativity through linking movements they have explored as individuals and with partners and children develop their ideas across the lesson and build to a group performance of their work to music.



Curriculum Dance

There is enough content on the Real Dance platform to last a whole term, however at Marlow C of E Infant School we like to enrich our children's physical education by learning dance and characteristics linked to their topic. Although these topics can change, Year 1 learn some Javanese dancing and build their skills and link movements. Year 2 the children learn a dance that enriches their knowledge of the time of the Great Fire of London. Both topics are planned and delivered by the teachers through their growing confidence in teaching dance and movement. At the end of the half term unit the children will perform a sequenced of linked movements which display their knowledge.

Games

In the summer term the children will continue their Real PE lessons once a week and will also have 1 lesson of games where they will apply a variety of skills learnt over the year to a range of different games and physical situations. The Games lessons are devised by the Year 1 and 2 teachers using elements from the year above them to stretch their skills. Year 1 will look at Year 2 skill application elements and Year 2 will look at the Year 3 curriculum. In Year 2 games there is the beginning element of supportive but more competitive skill application.

Differentiation

Clear differentiation is included in all lessons, and children work through a range of skills at their own pace. All children are encouraged to work at and be their 'personal best' and to help each other when working on all aspects of their PE lessons. For all Real PE lessons there are visuals and hard copies which demonstrate the skills and movements that the children to work from if they are ready to move on, even if some of the class are working on the basic challenge. All classes have a tablet for the demonstration of skills when children are ready to move to the next challenge.

Inclusion

We aim to give every pupil the opportunity to experience success in Physical Education and to reach their full potential. **All** children are included in the lessons and where a physical and or mental disability is present Real PE has adapted skills videos for teachers to use during the lesson to ensure children with SEN (special educational needs) are included. If additional support, whether it be to support teacher subject knowledge or resources adapted to meet the needs of individuals, the class teacher will discuss these individual needs with the SENCO, PE lead and potentially Create Development to ensure the needs of all pupils are met.

Progression and monitoring:

The children develop their fundamental skills as they progress through the EYFS and Key Stage 1. Assessment of the children's fundamental movement skills is monitored within every lesson, through reviews, observations, videos/photos and discussions. Assessment for the 'personal' skills happens at the beginning and end of each half term unit. Assessment will be completed through observations, reviews, videos/photos and discussions.

The overall tracking and documentation of the children's skills is completed using the Learning Ladders platform. The PE subject leader monitors the progress of the children in KS1 every term. There are learning ladders associated with Real PE, Gym and Dance.

A comprehensive progression document has been created for the Real PE, Gym and Dance and can be used by teachers for assessment or planning purposes.

Vocabulary progression

A comprehensive vocabulary list for Real PE, Gym and Dance has been created to support the knowledge of vocabulary in PE.

Real PE

	EYFS	Year 1	Year 2
Autumn I Personal Cog	Side step, Gallop, hop, skip, both directions	Side steps, pivots, skip, 90 degree turn, hopscotch, forward and backward	Hopscotch forwards and backwards, 3 step Zigzag, pattern, speed
	Right leg balance, left leg balance, 10 seconds	Right leg balance, left leg balance, 30 seconds, mini squats	Right leg balance, left leg balance, eyes closed, mini squats, ankle extension
Autumn II Social Cog	Jump, 2 feet to 2 feet, forwards, backwards, side to side	Jump, 2 feet to 2 feet, quarter turns, direction, 2 feet to 1 feet, freeze	Jump, 2 feet to 2 feet, tuck, 180 degree turn,
	Balance 1 hand and two feet, floor, 1 foot two hands, 1 hand 1 foot, no hands or feet,	Cone, side to side, balance, return	Cone, dish shape, straight arms and legs, 5 seconds.
Spring I Cognitive Cog	Walk, forwards, backwards, fluidly, minimal wobble.	Walk, forwards, backwards, knees, 90 degrees, heels	March, forwards, backwards, 90 degrees, heel, toe, landing
	Stand, line, 10 seconds	Stand, low bean, good stance, 10 seconds	Maintain balance, receiving, small force, raising, alternate feet/knees, catching, ball, throw
Spring II Creative Cog	Sit, roll, floor, body, 2 hands, 1 hand, upper body, stand.	Sit, ball, roll, 1 hand, upper body, stand.	Stand, move, ball, tummy height, 16 times
	Sit, toes, lean, apart, hands, facing, partner, rock	Partner, long base, lean, hold, balance.	Partner, short base, lean, 2 hands, 1 hand, eyes closed.
Summer I Physical Cog	Roll, large, ball, partner, against, rebound, 2 hands.	Ball, partner, tennis ball, large ball, catch, bounce, rally	Ball, alternate, kick, partner, feet, roll, sending and receiving.
	Metre, catch, drop, shoulder, height, bounce	Metre, shoulder, height, catch tennis ball, bounce, react, quickly	Metre, quickly, small ball, shoulder height, balance, catch, bounce, react
Summer II Health and Fitness	Roll, chase, collect, partner, direction	Throw, bouncing, ball, chase, collect, position, balanced, opposite direction, seated, lying.	Chase, large, rolled, legs, through, collect, balanced, position, opposite direction
	Mini front support, position, reach	Front support, cone, back, mini back support	Full front support, arm, reach, transfer

Real Gym

	EYFS	Year 1	Year 2
Autumn I Lessons 1-3 Shape and Balance	Tuck, star, shape, side, apparatus, position, under, on, beside, lie, next to, straight shape, top, side support	Straight shape 2 feet, front, back, front support, back support, arch shape, tuck, star shape, on, next to, beside, apparatus, jump, straddle shape.	Tuck shape, straight shape, balance, 'A' frame shape, front support, dish shape, arch shape, shoulder stand, star shape, beside, next to, bench, mini back support, straddle, high apparatus, partner balance, bridge hold.

Autumn I Lessons 4-6 Travel	Stretch, forwards and backwards, march, jog, run, tuck, landing, tiptoe, star, travel, low tuck, slide, underneath, arms, crabwalk, low bench, confidence, accuracy, step on/off, jump, caterpillar walk, climb, large equipment, safely, bunny hop	Slide, arms, body, opposite, bunny hop, crab walk, pencil roll, bear walk, direction, caterpillar walk, confidence, low bench, underneath, propel, accuracy, step on/off, secure landing, under, over, sloped, large apparatus.	Skip, side step, cat leap, forwards and backwards, lunge walk, cross step, crab walk, slide, apparatus, underneath, over, along, jump, bunny hop, bench, low apparatus, caterpillar walk, through/under, large apparatus.
Autumn II Lessons 7-9 Flight and Jumps	Confidence, straight jump, secure landing, tuck jump, star jump, balanced landing, 180 degree turn, straddle jump, cat spring, low apparatus, scissor leap	Jump 2 feet to 2 feet, straight jump, hop jump, hurdle step, sissonne jump, leap, tuck jump, bench, spring, low table, scissor leap, high apparatus, cat spring.	Jump 2 feet to 2 feet, tuck jump, star jump, straight jump, straddle jump, pike jump, 180 degree turn, skipping rope, soft ball, retrieve it, large bounce, pass, split leap, snake, gymnastic ribbon, hoop, scissor kick, coil, ring jump.
Autumn II Lessons 10 -12 Rolls and Rotations	Pencil Roll, egg roll, rock and roll, fluency, control, under, along, low apparatus, barrel roll, turn, pirouette bunny hop, rotation, patter.	Rotate, patter, chain (step/turn/step movement), directions, pivot, spin, pirouette, forward roll, high apparatus, pencil roll, front support, cartwheel, barrel roll.	Dish roll, arch roll, side roll, wolf split, scrabble roll, fluency, control, forward roll, pencil roll, barrel roll, patter, low and high apparatus, under, on, along, pirouette.

Real Dance

	Year 1	Year 2
Spring Lessons 1-6 <ul style="list-style-type: none"> • Solo Shapes • Artistry • musicality • Partnering shapes 	Standing shapes, balance, move between, beat, clap, 4, 8, listen and respond, solo, artistry, musicality, partnering, hold	Standing shapes, balance, move between, beat, clap on the beat 4 or 8, listen and respond, solo, artistry, musicality, partnering, hold, creative/interesting, stimulus, react.
Spring Lessons 7 – 12 <ul style="list-style-type: none"> • Circles Solo • Artistry • Abstraction • Artistry • making 	Circles, arms, legs, horizontal, vertical, forwards, backwards, step, jump, turns, move, scarf, watch, throw, copy, journey, direction, create, between, different shapes, link moves, dance.	Circles, arms, legs, horizontal, vertical, diagonal, forwards, backwards, step, jump, turns, move, scarf, throw, copy, journey, direction, create, between, different shapes/movement, link moves, watch, incorporate, dance, rearrange.

Resources

The PE resources for PE lessons are kept in an outside shed. The key is held in the school office. The range of gymnastics apparatus is stored in the hall. A recent review of equipment has led to the school purchasing and updating equipment to support the teachers when delivering Real 'Core' PE and Gym lessons.

Sports Day

The school holds a sports day every year to have fun with physical movement and work together with each other. This is a whole school event (adults and children alike). Our initial part of the morning is team/supportive activities; in mixed age/ability groups the children (with adult support) have to work together to gain as many points as they can. The activities the children have to complete are not always related to their PE lessons, they can be a range of different skills for them to practise.

The second part of the morning is a little more competitive; every child is involved in the running races. Children run in ability prepared grouping to show off their best running skills. If a child needs an adult to run with them then this will happen.

All children are included in this and every preparation is made for children who may need additional help or support. The sports day activities are flexible and can be adapted to suit the needs of the current cohort.

Health and Safety – please refer to health and safety policy

Overall our health and safety guidance in PE lessons comes from the Association of Physical Education (AFPE). An updated annual AFPE copy can be found in the school office. Therefore, the safety of our children in lessons is of paramount importance.

The pupils are taught:

- About hazards, risks and risk control
- To recognise hazards, assess consequent risks and take steps to control the risks to themselves and others
- Handle equipment correctly, especially when carrying and lifting with adult supervision.
- To remove jewellery, watches and tie long hair back.

The teacher will:

- Ensure the areas for all lessons are safe.
- Use the immediate and cumulative risks to manage children's safety
- Manage their environment to ensure the health and safety of themselves and others
- Explain the steps they take to control risks
- Supervise, direct and model to the children when handling and moving equipment is necessary
- Ensure children are dressed appropriately for the lessons, reminding them about jewellery.

Apparatus around the school, including all gymnastic equipment is regularly checked and there is an annual inspection to assess the safety of them.

All children come into school on their PE day in their PE clothes. If the children are completing a gym lesson the children will wear bare feet, unless there is an infection concern; such as verrucas, in this case they can wear plimsols. Trainers are NOT suitable for gym lessons as they do not provide enough flexibility to manoeuvre safely across equipment.

Their PE kit should be different to that of their kit for other sporting clubs.

Training

Teacher's skills are kept up to date with CPD through staff meetings. There are regular subject learning walks to help teachers develop skills or revise skills to support all learners in their class. All new teachers and trainee teachers are asked to watch Create Development's "Introduction to Real PE". It covers the philosophy and approach which forms the initial part of core real PE training with staff. This can be visited by staff at any point of the year.

A range of training has taken place since the launch of using Real PE in September 2019. This training took place in 3 staff meetings, 1 inset and 2 days of in school support so far this year. It has consisted of:

- Background to Jasmine and Create Development.
- Development of skill progression in PE
- Team teach lessons with Create Development
- Demo lesson led by Create Development
- An inspiring outlook on PE and how the children respond to the PE platform.

The PE lead has more in-depth training and has completed 3 full-day training courses. Which enables them to lead the subject with confidence. The PE lead has also taken part in Real Gym and Dance training over the past 3 years.

Additional sporting opportunities

We also provide a large number of extracurricular activities ran by both teachers and outside agencies.

- Playground leader games and challenges
- Multi sports club
- Playball
- Football
- London Mini Marathon event (Autumn Term)
- Experience days are organised throughout the year to introduce the children to new sports and activities.

Role of the Subject Leader

The role of the PE Subject Leader involves:

- Supporting colleagues in all aspects of the PE curriculum
- Maintaining and replacing equipment
- Ensuring overall areas for lessons are safe
- Record keeping and assessment of the subject
- Monitoring the teaching and assessment of the subject at school
- Attending meetings and courses, which will inform future development of the subject and ensure other staff are aware of courses themselves
- Ensuring that pupils have the opportunity to become involved in extracurricular clubs to further develop skills and talents
- Ensure standards remain high in each year group through effective monitoring
- Reporting progress to the PE governor

Cross Curricular Links

Staff bring their own experience and expertise to the teaching of Physical Education. Although the links are not always overtly displayed, staff will draw attention to them whenever the opportunity arises.

- Science - Health and fitness
- English - Speaking and Listening to one and other, subject-specific vocabulary.
- Music – Rhythm and tempo
- ICT - Use of digital camera and digital video, use of ICT for recording and interpreting data

Teachers are also encouraged to engage the children in movement across the school day in order for them not to be sitting down for too long. This could be seen as a specific whole class movement break or an activity for them to complete.

Policy reviewed: January 2023

Review Date: January 2026