



Inspire Learning, Ignite Curiosity

Marlow C of E Infant School Physical Education Policy 2020

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

Genesis 1:26

Rationale

At Marlow Church of England Infant School our 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 helpfulness, 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.

As a school we support the rights of children and in the importance of the UN Convention of the Rights of the Child and this is reflected in this policy by Article 3 *The best interests of the child must be a top priority in all things that affect the children.*

School Mission

At Marlow C of E Infant School, we aim to provide all children with the opportunity to develop towards their full potential; academically, socially, morally and emotionally. We do this by:

Embracing the uniqueness of everybody and being 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

The PE lead is: Sarah Downing
The PE Governor is: Caroline Ridges

Physical Education Curriculum Intent:

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

At Marlow CE 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. Thus, supporting our school’s commitment to the 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 ‘cogs’ Social, personal, cognitive, creative, physical and health and

fitness, alongside the school's Christian values, help children to reach their full potential and develop essential learning skills; to ensure here at Marlow C of E Infant School we develop and nurture the whole child, to enable them to success 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 (2017)*

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2> and in the *Development Matters in the Early Years Foundation Stage guidance document (2012)*

<https://www.gov.gq/CHttpHandler.ashx?id=104249&p=0>

EYFS

The Early Years curriculum is founded on the principles and practice laid out in the Development Matters document. The requirements for Physical Education are in the Prime area of Physical Development which consists of the Moving & Handling and the Health & Self Care sections of Development Matters.

“Physical Development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.” EYFS Framework 2017

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”

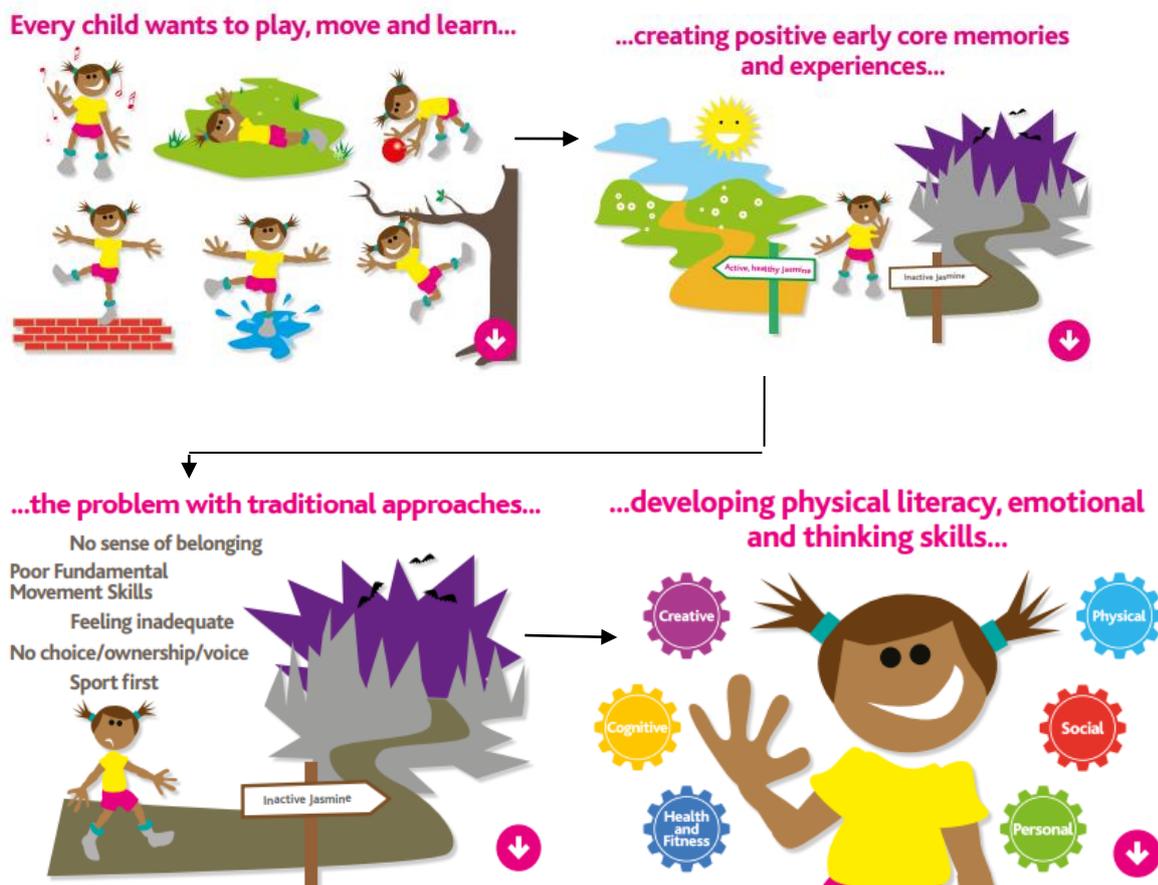
Over the Key Stage, pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self 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 co-ordination, 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.

JASMINE

Marlow C of E Infant School has teamed up with Create Development to provide our children with a fun and inspiring PE curriculum, led through 'Jasmine'. All Year groups have their own dedicated scheme of work, clear learning journeys and progression of skills. Create Development have ensured they are fully aligned with the National Curriculum and focuses on developing the children's ABC of movement (Agility, Balance and Co-ordination), healthy competition and co-operative learning skills.



The children develop fundamental movement skills alongside the multi ability cogs which is 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 journey.

Curriculum Organisation

PE lessons 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.

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.

| | | |
|-------------|----------|---|
| Autumn Term | Lesson 1 | PE - personal and social cogs |
| | Lesson 2 | Dance |
| Spring Term | Lesson 1 | PE cognitive and creative cogs |
| | Lesson 2 | Gym |
| Summer Term | Lesson 1 | PE – physical and health and fitness cogs |
| | Lesson 2 | Games and sports skills |

Real PE:

EYFS & 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

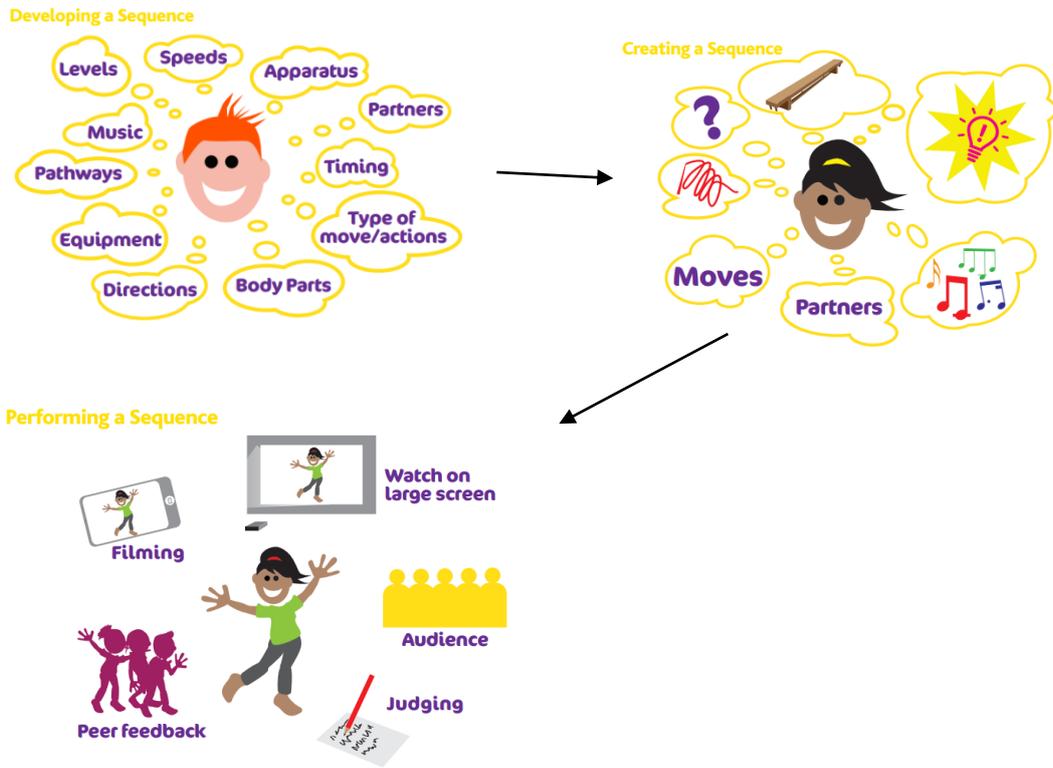
Lessons for EYFS and Year 1 are story based to engage and develop their skills around the theme, an overview can be seen below.

| | Cog | Theme | Skill |
|----------|--------------------|-------------------------------------|---------------------------------------|
| Autumn 1 | Personal | The Birthday Bike Surprise | Co-ordination – footwork |
| | | Pirate Pranks! | Static 1 leg balance |
| Autumn 2 | Social | Journey to the Blue Planet! | Dynamic Balance to agility |
| | | Monkey Business | Seated static balance |
| Spring 1 | Cognitive | Tilly the Trains Big Day | Dynamic balance on a line |
| | | Thembi Walks the Tightrope | Static Balance – stance |
| Spring 2 | Creative | Clowning Around! | Co-ordination - Ball Skills |
| | | Wendy's Waterski Challenge | Counter balance with a partner |
| Summer 1 | Physical | John and Jasmine Learn to Juggle | Co-ordination - Sending and receiving |
| | | Ringo to the Rescue | Agility – reaction and response |
| Summer 2 | Health and Fitness | Sammy Squirrel and his Rolling Nuts | Agility - Ball Chasing |
| | | Casper the very Clever Cat | Static Balance – Floor Work |

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

Real Gym:

Real Gym develops the children’s shape and travel skills alongside, their developing fundamental ABC skills. Jasmine, again ensures the children work at their level and gives the opportunity for the children to develop at their own pace with suitable and meaningful challenge. The children explore shape and travel with a variety of floor work, low apparatus and high apparatus.



The multi ability cogs run through Real Gym lessons however, teachers have the ability in this term (usually the spring term) to choose the multi ability cog which can be tailored to the individual classes. 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.

EYFS and Year 1 lesson outline example:

| | | | |
|---|---|---|--|
| Lesson 1 Baseline assess  | | | |
|  Warm-Up At Home |  Skill Shape (Floor Work) |  Skill Application Mirror, Mirror |  Review Method Taps for Congrats |

Year 2 lesson outline example

Lesson 1

Baseline assess



Warm-Up
Toy Box



Skill
Balance (Floor Work)



Skill Application
Mirror, Mirror



Review Method
Badge of Honour

Dance:

Create development are working on a dance scheme of work that will be introduces later in the year. The dance lessons focus on the children's ability to link movement together. They will develop their ideas over each half term and build to a group performance of their work to music. The school will use Real Dance when it is available on the learning platform.

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 applying a variety of skills learnt over the year to a range of different games and physical situations. The children will compete in a mixed age group team in our annual sports day and will run 1 competitive race.

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 their 'personal best' and to help each other when working on all aspects of their PE lessons. All Jasmine lessons, Real 'Core' PE and Real Gym have visual and hard copies for 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 'Core' 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 adult or resources are needed the class teacher will discuss these individual needs with the SENCO, PE lead and potentially Create Development to ensure the needs of the 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 are 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 are via our Learning Ladders assessment programme. The PE subject leader monitors the progress of the children in KS1 every term.

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.

Health and Safety – please refer to health and safety policy

Overall our health and safety guidance in PE lessons comes from 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 change for PE wearing shorts and a t-shirt and plimsolls/trainers if they are completing a PE lesson. 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 plimsolls. 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

The teachers have all received up to date PE and Gym training from Create Development to enable all teachers in the school to be able to deliver a Real 'Core' PE or Real Gym lesson. This training has taken 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.

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
- Judo
- Ballet
- Playball
- Football

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

Policy reviewed: February 2020

Review Date: February 2023