

Booker Avenue  
Infant School



'Working together, learning together'

**PE Policy**

## Rationale

A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and physically demanding activities. It provides opportunities for children to become physically confident in a way that supports their health and fitness. Opportunities to compete in sport and other activities build character, gain a sense of achievement, develop positive attitudes towards themselves and others and help to embed values such as fairness and respect.

## Funding

Our school receives PE and Sport Premium funding based on the number of pupils in years 1 to 2 [usually 180]. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer.

The school premium is used to:

- Develop or add to the PE and sport activities that we already offer;
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

As part of the funding criteria we are required to publish details (on our website) of how we plan to spend the monies and a review of the impact on pupil outcomes.

## Aims/Objectives

In order to promote active and healthy lifestyles all children should:

- be physically active
- adopt the best possible posture and appropriate use of the body
- engage in activities that develop cardio vascular health, flexibility, muscular strength and endurance

In order to develop positive attitudes all children should:

- follow the conventions of fair play and competition
- cope with success and limitations in their performance
- persevere with and consolidate their performances
- be mindful of others in their environment

## Strategies

At Booker Avenue Infant School, PE will be taught through;

- Demonstration, explanation and instruction by the teacher to the class, groups or individuals

- Practical activity and related discussion
- Co-operative group work
- Consolidation and practice of fundamental skills
- Opportunity to discuss and reflect on their work through a plenary
- Use of professional/qualified coaching to enhance current provision within school
- Links made to Mental Health and Healthy Schools

Children are entitled to high-quality PE lessons. Individual class timetables make reference to the lesson times for PE. These are reviewed annually. Careful planning allows for two hours of physical activity per week, as recommending by the DfE.

### Curriculum

The areas of physical activity (games, gymnastics, dance, athletics, or active play activities) are set out in the Foundation Stage Curriculum and National Curriculum 2014. The PE curriculum at Booker Avenue Infant School is based on these requirements and is detailed on the curriculum planning.

Booker Avenue Infant School use Champions scheme of work for the teaching of skills in PE. Each year group will learn PE in accordance with the long term planning. This will ensure continuity and progression through school in order to continue to improve standards in PE. For the teaching of Dance, we follow a carefully thought out and progressive scheme. This takes place through weekly lessons, taught by the class teacher.

**In the Early Years** - Pupils should be taught:

#### Games

- Spatial awareness
- Basic motor skills
- Co-ordination and control
- Aiming, predicting, estimating

#### Dance

- Using their imagination in art, design, music, dance, imaginative role-play and stories

#### Gymnastics

- Travel around, under, over and through balancing and climbing apparatus

**In KS1 - Pupils should be taught:**

### Games

- Simple competitive games
- A variety of ways to send, receive, strike and travel with/without a ball
- Games which include running, chasing, dodging, avoiding and awareness of space and other players
- To develop core skills in attacking, defending, invasion, striking and fielding
- To play small-sided and simplified versions of net/wall and target games

### Gymnastics

- To use technical vocabulary
- To perform basic actions of travelling (turning, rolling, jumping, balancing, climbing)
- To link movements on the floor and apparatus
- To repeat movements / develop sequences
- To develop complex movements

### Dance

- To compose and control movements by varying shape, size, direction, level, and speed
- Investigate different genres of dance
- To express feelings moods and ideas
- To respond to various stimuli

### Athletics:

- To develop and refine basic running, jumping and throwing techniques using a variety of equipment
- To measure, compare and improve their performance

### Active Play

All children engage in weekly Active Play sessions. These are in addition to playtimes. These sessions are delivered by class teachers and involve the children using play equipment purposefully. The sessions encourage the children to not only develop their PE skills, but also to engage in co-operative play with their peers.

### Role of Curriculum Subject Leader

- With the Head teacher, to share a role in the monitoring and evaluation of the PE curriculum throughout the school.
- To encourage other members of staff in their teaching of PE and to give support where appropriate.
- To encourage staff to work within the guidelines laid down in the PE policy.
- To keep up to date with current good practice and with national changes within the PE curriculum.
- To evaluate and update the Policy and Scheme and resources on a regular basis.

- To assist the Head teacher and Governors in the development of the School Improvement Plan.
- To manage a budget to purchase in line with the school's needs.
- To support members of staff in the use of effective planning, assessment and recording systems.
- To oversee an annual inspection of all PE equipment.
- To maintain a high standard of PE teaching in his/her own classroom and ensure that PE keeps a high profile within the school, through sports activities, external support, etc.

### Outcomes

Planning for PE is initially shown in long term plans, which incorporates PE Champions themes. Lesson plans more detailed learning objectives and differentiated activities.

High-quality lessons should include:

- The learning objective
  - A whole class risk assessment
  - Teaching the children to warm up safely
  - The teaching of skills and techniques
  - The application and adaptation of learnt skills in games activities
  - Modelling of correct technique
  - Use of correct and specific technical vocabulary
  - Performance and evaluation of each other's work
  - Work which reflects the learning objective
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- Teaching the children to cool down safely
  - Teaching the children, the impact PE has on their bodies

### Monitoring and Evaluation

Summative and formative assessment in PE is carried out by class teachers:

- Informally during the course of teaching through observation
- Children to complete a self-assessment at the start and end of each unit of work. This self-assessment tool to be used to support children in being reflective in their lessons and with their achievements
- Feedback on pupil progress is given regularly to the class teacher from the sports coach. Anyone not achieving the expected level of attainment is provided with next steps for future development, as discussed with the subject lead and class teacher, and this will help inform future planning.

### Inclusion

In accordance with the school's Inclusion Policy, PE activities are differentiated to meet the needs of each pupil.

More Able and Talented pupils and children with Special Educational Needs and

Disability will be identified through a range of activities. Their needs will be met through the development of individual or group programmes that encompass a range of learning styles and are designed to enrich the curriculum.

### Equality

Teachers will ensure that all pupils have fair access to the PE curriculum, regardless of gender, race, or ability, in accordance with the school's Equality Policy.

### Resources

All teachers have access to centrally stored PE resources. Resources are kept in two locations; indoor stores across both Key Stages. All PE resources are checked regularly to ensure that they meet health and safety requirements, and in addition to this, all resources are audited annually.

### Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority's adviser, or the staff members responsible for Health & Safety.

Reference should be made to the school's Risk Assessments.

- Staff should carry out risk assessments with the children at the start of all PE lessons.
- All equipment, apparatus and environment should be checked before the start of every lesson by teacher and is the responsibility of the teacher
- Children should be given health and safety guidance through the lesson
- All jewellery should be removed and stored safely before each lesson
- All long hair should be tied back
- Suitable clothing should be worn for each lesson
- For indoor PE children should walk to the hall with suitable footwear on (pumps/trainers or school shoes)
- All children taking part in indoor PE should be bare foot or suitable footwear for indoor PE
- For gymnastics when the apparatus is being used suitable footwear should be worn - pumps or barefoot only

### Out of School Hours Provision

Booker Avenue Infant School provides opportunities for children in a variety of areas. After school clubs are available for children to attend from Reception to Year 2. All sports clubs are open to both girls and boys and are delivered by qualified coaches or teachers who deliver high quality lessons. The provision of out of school hours' sports clubs is reviewed annually and registers are kept to ensure opportunities are provided for all children.

Policy updated: July 2025

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