



## **PINFOLD PRIMARY FOREST SCHOOL PE POLICY**

### **Introduction**

At Pinfold we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education (PE). PE should provide opportunities for all pupils to become physically literate and confident in a way which also supports their health and fitness. Children should acquire not only physical skills, knowledge and understanding, but also the awareness and importance of leading healthy, active lives as well as the values of sportsmanship, fairness and respect through the sports and activities they undertake. Through our outdoor activities in the woods, children will learn respect for the environment and being in nature will help their positive mental health and emotional wellbeing. Our children engage in weekly yoga to help teach them about self-regulation and mindfulness.

### **Aims:**

Our children will:

#### **EYFS**

Practise and develop their:

Gross motor skills are the skills that children develop using their whole body. You can see this from a baby's earliest efforts to move and travel, to young children coordinating whole body movements. By using their whole bodies children become increasingly confident, agile and flexible.

All children need to be confident in their gross motor skills and movements. For some children this confidence will come in smaller steps and take longer to achieve. Be patient, giving them time and space, and encouraging words. Take expert advice for children with physical and mobility additional needs. This may increase children's' development of muscular strength, ability to take well intentioned, safe risks and become increasingly well-coordinated.

Gross motor skills affect wellbeing and give children opportunities to socialise in play. Confidence and coordination in gross motor skills are essential for children in developing their fine motor skills.

Fine motor skills involve small muscles working with the brain and nervous system to control movements in areas such as the hands, fingers, lips, tongue and eyes. Developing fine motor skills helps children do things like eating, writing, manipulating objects and getting dressed.

A baby uses their fingers and thumbs to pick things up. They will also feel and taste objects with their mouth and lips. An older child will use their fine motor skills for actions like pulling up a zip or using scissors to cut up paper. These important skills will contribute to a child's development and independence across all areas of learning.



Research shows that the development of fine motor skills depends on the development of gross motor skills and that a joined-up approach to physical development is important. Young children need many opportunities to develop fine motor skills alongside gross motor skills so they can become confident to explore the world around them.

From a very young age, children are exploring different materials. With these materials a child will naturally start to make marks. Babies might use their whole bodies to make marks with mud, paint or cornflour in a tuff tray, or with food at mealtimes. A toddler might splash in a puddle and notice the prints they make.

Mark making is an important experience for children because over time they can attribute meaning to their marks. Combined with a child's developing dexterity, these marks become refined and deliberate, until the point at which the young child labels their marks, either as pictures or writing.

**Core strength** is children's ability to keep their position and move from the centre of their body outwards. If core strength is underdeveloped, children will struggle with gross motor skills and fine motor skills, stability and balance. This will affect their ability to coordinate more refined movements.

**Coordination** is the brain's ability to control movement of different body parts at the same time. When babies are born, their most developed body part is their head, and the least developed is their feet. It takes 2 months before an infant recognises their hands as their own.

To be confident with movement children must develop both core strength and coordination.

Developing core strength and co-ordination supports children's ability to communicate, learn language and eventually read and write. Whole body movements contribute to the accurate use of small tools and delicate materials. Writing, drawing and painting should be considered as whole-body skills.





## Key stage 1

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.

Pupils should be 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
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement pattern

## Key stage 2

Continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play target games and striking and fielding competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- our children engage in interschool sports competitions, as a small school we are in the 'mini-school' competitions and swimming gala
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best
- climb a tree, use a saw, pen knife safely, tie sufficiently to put up a shelter





## **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

## **The consistent delivery of high quality PE lessons which are exciting, challenging and enjoyable and provide many varied learning opportunities**

- ♥ Develop knowledge, skills and understanding across a range of sporting activities.
- ♥ Engage in moderate to intense physical activity over sustained periods of time.
- ♥ Participate in competitive sports and activities.
- ♥ Lead healthy and active lives, picking up positive habits for their future lives.
- ♥ To compete in games and activities in a collaborative team.
- ♥ To develop staff competence and confidence in the delivery of high quality PE lessons
- ♥ To promote safe practice in all activities.
- ♥ To use sport to build pupils self-confidence and self-esteem.
- ♥ To encourage involvement in extra-curricular sporting activities and develop community and club links
- ♥ Increase participation in competitive sports both in and out of School.
- ♥ To develop staff competence and confidence in the delivery of high quality PE lessons

## **Responsibility for PE at Pinfold Primary School**

Mrs Tjaveondja is PE Lead and has overall responsibility for everything relating to PE, Physical Activity and the development, monitoring and review of the provision of PE and Physical Activity.

All staff should be aware of the policy and consider how they can support it and staff who provide PE and physical activity should ensure that safe and effective procedures are adopted in all physical activities at all times.

## **External Providers**

To increase opportunities and inspire children to be active, we work with West Lancs Sports Partnership (WLSPP). All visitors are expected to work within the framework of this policy.



All coaches are employed by WLSPP. Mark Forster updates the staff DBS register when he has new staff and we receive a copy of this list to include in our Single Central Record. When we change coaches we receive any updated information and they email school to introduce themselves.

This policy has been shared with West Lancs Sports Partnership and should be made available to coaches before they attend school.

## **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 a PE kit for all children and does not discriminate based on gender, race, disability, sexual orientation or belief.
- Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics,
- 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 is stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.
- School shoes are not permitted to be worn for PE

Staff teaching PE should wear the PE kit provided by School and also consider their own and their pupils' safety with regard to their own additional personal clothing, footwear and jewellery when involved in the teaching of any sporting activity.

We undertake an annual Risk Assessment of the school premises and areas where PE is taught and equipment including PE equipment (PE Lead) as necessary. Risk Assessments are in place for all school sporting trips.



## **PE and School Sports Premium Funding**

PE and School Sports Premium funding is used in a number of areas relating to PE and sport at Phoenix Primary School. A breakdown of the funding can be viewed on the School website.

## **PE and Physical Activity in School**

We engage in Wake up and Shake up sessions from 8.50-9am every morning. All children are taught by a qualified PE coach. Children from nursery to Year 6 have at least one, one hour, lesson of PE a week during curriculum time. Every child engages in yoga once a week. All children spend one full day in the woods once a week every other half term.

## **Curriculum**

The curriculum at Pinfold Primary School covers the National Curriculum Programmes of Study in PE as stipulated in the PE National Curriculum 2014 document. The school uses the WLPSP website to build their curriculum, this repeats over four years. We have a progression document. Coaches ensure there is differentiation and progression within lessons.

We have pinpointed key vocabulary to run alongside our curriculum- see separate vocabulary document.

## **Assessment and Recording**

Children are assessed by coaches at the end of each unit of teaching. This is shared with class teachers to ensure continuity of planning and progression. The PE Lead shares progress with parents in the end of year reports.

We have a PE progression display board for Personal Best moments. These are also included in the school floor book. Children will retain photos for their All About Me book.

Assessment is carried out by the PE Lead Teacher. Children will be levelled as either Emerging, Developing, Secure or Exceeding, in accordance with Age Related Expectations as per the Assessment Procedures for the curriculum areas covered. Swimming will be assessed by the swimming instructors at Park Pool, Ormskirk. The PE Lead will be responsible for publishing Swimming data on the School Website, as per National Guidance.

## **Activities taught at Pinfold Primary**

- Games
- Dance
- Gymnastics
- Fundamental Movement Skills
- Games (Softball, Cricket, Basketball, Lacrosse, Table Tennis, Bench Ball, Hockey)
- Outdoor and Adventurous Activities – Orienteering and Key Stage 2 residential to Borwick Hall
- Athletics
- Health Related Fitness
- Yoga
- Swimming
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## **Participation in PE**

We aim for full participation in every PE lesson and aim to do this by:



- Providing PE kit for all children
- A wide range of imaginative resources and teaching strategies are used to actively engage pupils in participating in lessons.
- Our curriculum takes into consideration the range of pupils' needs to ensure continuity and progression in learning is provided and PE lessons will be suitably differentiated in order to support and challenge pupils.
- Staff ensure that pupils of all abilities are able to access the PE curriculum by providing alternative, or different resources to develop new skills and ensure a positive relationship with physical activity from an early age.
- Pupils who are unable to participate in a PE lesson are engaged purposefully with other roles such as observation, feedback, video recording, evaluation, coaching, umpiring and refereeing. Students should change into suitable footwear. Parental notes should be received if a child is excluded for any short or long term health reason.

### **Facilities available for physical activity**

On-site facilities include (*school to include*) e.g.:

- Playgrounds are zoned into different areas of learning. For example we have a 'Quiet Zone' and an 'Activity Zone' to be used during the day for play times, lunch times and PE, both in and out of school hours
- These zones have been developed to enable younger children to engage in deep rich learning without being disturbed by flying footballs and scooters etc.
- We have football nets, tennis nets and various small equipment and stop watches for break/lunchtime activities and curriculum activities
- We have a woodland area that children access for Forest School, with logs, trees for climbing, a tool area for sawing etc. (see separate curriculum document)
- We provide waterproofs so children can access the out of doors in any weather

### **Clothing to be worn during physical activity (before, during and after school)**

We ask that all pupils change for PE and wear a school PE kit that includes:

- *White t-shirt, black or purple (long sleeve tops are permitted to be worn underneath and encouraged during winter months)*
- *Black shorts (leggings underneath are permitted)*
- *Black jogging bottoms*
- *Black or Purple hoodies (school logo or plain)*
- *Trainers or black PE pumps*
- *School shoes are not permitted to be worn*

We will always endeavour to provide spare kit for pupils cannot access their own school PE kit, to ensure that children do not miss PE lessons.

Children must not wear jewellery to PE. Earrings must be removed or covered in tape.

### **Sports Day**

We organise an annual Sports Day at the end of the summer term. It is quite traditional and we even have a parents (run at their own risk) race. We even have wellie wanging!

### **Involving parents and carers**



We recognize the important part parents and carers play in encouraging children to participate in physical activity. Information about PE, physical activities and sporting competitions organised by the school and opportunities after school, are shared with parents/carers as part of our newsletters. All PE information can be accessed on the website.

### **Monitoring and evaluation of physical activity**

The PE Lead Teacher or member of SLT with responsibility for Monitoring is responsible for the overall monitoring of the quality of PE and physical activity provision.

We monitor PE in the curriculum through subject reviews and self-evaluation in order to provide an accurate perspective on how it is being delivered and how it can be further improved.

Physical Education is monitored and evaluated through:

- Lesson observations of external coaches
- Monitoring of equipment
- Pupils Assessment data
- Feedback from staff
- Feedback from the Pupil Council- they have raised money to buy new equipment of their choice
- Pupil records of participation, focusing on different groups

### **Equal opportunities and inclusion**

We comply with the Equality Act 2010 and are proactive in ensuring that all pupils, including those with special needs or disabilities are provided with a comprehensive programme of physical activity. For pupils with disabilities or health conditions we will adapt activities to suit their individual needs. Where appropriate, this may mean providing specialised equipment, differentiating activities, offering a parallel or separate activity or setting a challenge appropriate to their skill level. **Training and support for staff**

WLSF have specialist coaches. Support staff work with the coaches and learn the games. We have bought in playground Leader training for welfare staff.

The policy is circulated to staff when updated.

### **Dissemination of the policy**

The policy is available to parents and carers and pupils via the school website. Parents and carers and pupils new to the school may be given a summary on request and there is a copy in the school reception area. The full policy is available to parents and carers and pupils on request.

Copies of the full policy are in the policy reference file, in the school office.