

# FOREFIELD COMMUNITY INFANT AND NURSERY SCHOOL



## Physical Education, School Sport and Physical Activity (PESSPA) Policy



**APPROVED BY GOVERNORS**  
**POLICY TO BE REVIEWED: January 2024**

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### 1. Introduction

At Forefield Community Infant & Nursery School (FCINS) we believe Physical Education, School Sport and Physical Activity (PESSPA) plays a vital part in the development of the whole child. They are all similar in that they are all part of physical movement. Physical Education (PE) is the planned, progressive learning that takes place as children's curriculum entitlement. School Sport is the learning that takes place beyond the curriculum, such as after-school clubs and competitions. Physical Activity encompasses all physical movement, including indoor and outdoor play, work-related activity, outdoor and adventurous activities, active travel. At FCINS, we pride ourselves on the range of opportunities available to children and are dedicated to the delivery of PESSPA.

We aim for our PE curriculum to develop fundamental movement skills through a wide variety of opportunities in physical activities and sports where children become progressively competent and confident in a safe and supportive environment. It promotes positive attitudes towards a healthy lifestyle supporting their fitness and well-being.

**'Physical Development sits at the heart of wellbeing, learning and development—and it creates school readiness'**. Every Child A Mover, Jan White (2015)

## 2. Intent

At Forefield Community Infant and Nursery School we aim to deliver a broad and rich PE curriculum with progressive learning objectives which will develop each child's physical competence, encourage ongoing physical development, and inspire pupils to exceed and excel in competitive sports. All children will have the opportunity through both our curriculum and extra-curricular activities, to participate in a wide variety of sports, fitness and health related experiences.

Our PE programme aims to engage all children in physical activity for a sustained period of time while promoting the benefits of participation in physical activity, improving mental health and well-being, maintaining health-related fitness and enhancing interpersonal skills. PE will develop a positive growth mindset and the resilience to persevere with activities that may have once felt too difficult.

Our ambitious PE curriculum enables our children to learn and grow as active learners, developing a range of core fundamental skills and knowledge to master basic movements such as skipping, hopping and jumping. Through this curriculum, children will understand how to use and apply this knowledge to impact upon their own physical activity, participation and healthy lifestyle. By providing many sporting activities, we aim to give all children the opportunity to develop a love for sports, fitness and health, leading them to live physically active lives.

As a school we use a PE scheme called the "PE Passport". We then tailor this to the needs of our children. This will be reviewed throughout the year to ensure we can provide challenging and progressive lessons. Children will access this scheme from Nursery up to Year 2. This will provide a consistent approach and progressive development of knowledge and skills.

***'Learning and growing together through sport and physical activities'***

## 3. Implementation

At Forefield Community Infant & Nursery School we follow the EYFS and National Curriculum aims. We use the PE Passport for EYFS and Key Stage 1 as our school PE scheme to deliver those aims which are supplemented to ensure the needs of all of our children are met. We will provide challenging and enjoyable learning through a range of sporting activities including; multi-skills, gymnastics, dance, ball skills, field games and athletics.

### EYFS

- PE is taught in EYFS through the Physical Development area of learning and the early learning goals - Moving and Handling.
- Each Foundation Stage child receives 1 hour of quality Physical Education per week. This is enhanced through continuous provision, gross motor intervention groups and the opportunity to take part in extra-curricular clubs.

## Nursery

- Weekly PE Passport sessions - basic movements to develop pleasure and confidence in a range of ways. Each unit has 6 lessons over a period of 6 weeks.
- Opportunities to experience physical activity in indoor and outdoor areas of provision.

## Reception

- PE Passport scheme is used to teach weekly PE lessons in Reception.
- Lessons include developing fundamental skills - running, jumping, skipping, hopping, throwing, catching, control over an object and balancing.
- Opportunities to experience physical activity in indoor and outdoor areas of provision.
- Trim trail in the outdoor area to develop gross motor skills.
- Specific children in Reception will take part in a weekly gross motor session.
- Intra school competitions to compete against children in the same year group - i.e., Sports Day.
- Option to participate in sports clubs from spring term onwards.

## Key Stage One

PE in Key Stage One follows the national curriculum aims and objectives. The long-term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. KS1 aims to deliver 2 hours of quality Physical Education per week. All children are then encouraged to take part in at least one extra-curricular club throughout the year. The PE Passport scheme provides progressive learning objectives that develop children's knowledge and skills. All schemes of work relate to the National Curriculum programmes of study and involve children in a continuous process of planning, performing, evaluating and improving with an emphasis on competing against themselves and others while working individually or as part of a team.

Children will be taught to:

- Master basic movements such as running, jumping, throwing, catching, as well as developing balance, agility and coordination, 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 patterns

## Year 1

- Pupils participate in two high quality PE lessons each week.
- Lessons include a warmup, skills learning and development, application and practise and a cool down.
- Children are encouraged to participate in the varied range of extra-curricular activities. Children can attend a morning sports club before school starts, lunch time sports clubs are available each day and they can attend after school sport clubs three afternoons per week.

- Intra school competitions to compete against children in the same year group to develop teamwork and leadership skills. This is an inclusive approach which endeavours to encourage physical development and mental well-being. i.e. class timed obstacle course
- Selected children compete in Year 1 football competitions against others school in the local area.
- All children are invited to apply for the 'PE Champion' role to assist the PE lead in developing PE in school. A small group of children will be elected from the year group to help improve PE in the school.
- Develop knowledge of fitness and health to support the understanding of living a healthy lifestyle.

## Year 2

- Pupils participate in two high quality PE lessons each week.
- Lessons include a warmup, skills learning and development, application and practise and a cool down.
- Children are encouraged to participate in the varied range of extra-curricular activities. Children can attend a morning sports club before school starts, lunch time sports clubs are available each day and they can attend after school sport clubs three afternoons per week.
- Intra school competitions to compete against children in the same year group to develop teamwork and leadership skills. This is an inclusive approach which endeavours to encourage physical development and mental well-being. i.e. class timed obstacle course
- Selected children compete in Year 2 multi-skills and football competitions against others school in the local area.
- All children are invited to apply for the 'PE Champion' role to assist the PE lead in developing PE in school. A small group of children will be elected from the year group to help improve PE in the school.
- Develop knowledge of fitness and health to support the understanding of living a healthy lifestyle.

## **4. Impact**

We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives. The impact of our high-quality PE curriculum will be to develop children who:

- Can 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
- Can use a range of skills to perform a sequence in gymnastics.
- perform dances using simple movement patterns
- Can begin taking responsibility for their own health and fitness.
- Can begin participating in competitive sports, learning how to work as a team player and an individual.
- Can grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE.
- Can use a wide range of vocabulary related to sport/ physical activity.
- Use a range of fundamental skills to support them in games and competitions.
- Are inspired to engage in sporting activities outside of school.

### **EYFS End Points**

By the end of Reception children will have explored a breadth of experiences both indoor and outdoor to support their physical development. They will have been given the opportunity develop their co-ordination in large and small movements supporting their gross and fine motor skills. They will be more confident travelling in different ways and negotiating their space safely. They will have time to learn and practise skills, through a variety of experiences.

### **Key Stage One End Points**

By the end of Key Stage One, children will have built on their prior fundamental skills, developing skills further through opportunities and practise, applying them in a range of activities. They will have participated in team games to develop simple tactics for attacking and defending. Children will have experienced a wide range of sports through PE and extra-curricular opportunities. They will have developed their understanding of health to support the link towards physical activity, healthy eating and mental well-being. They will have participated in competitive sports supporting teamwork, resilience and respect.

At Forefield Community Infant and Nursery School we work closely with Forefield Junior School to ensure progression and continuity in the PE education is seamless as Year 2 children transition to their next phase of education.

## **5. Assessment**

At Forefield Community Infant & Nursery School, EYFS and KS1 children learn PE through a focus on fundamental skills using the PE Passport scheme. This ensures we are meeting the

needs of our children and the aims and objectives of the National Curriculum. We assess using the learning outcomes from PE Passport and supply evidence using images and videos on Seesaw.

Teachers will informally assess during lessons and give oral feedback sharing ways in which children can improve. Observations ensure accurate assessment of children's attainment against learning objectives within lessons. Teachers will use iPads to record and evidence children's progress over a sequence of lessons and to record skills, focussing on control and competence. This evidence may be uploaded onto Seesaw and kept in the PE folder.

A PE data capture will occur three times per academic year to support subject monitoring and ensure all children are making progress towards the end points of their year group/phase.

## **6. Reasonable Adjustments**

Within the PE curriculum, teachers will make reasonable adjustments for all children through adaptive learning, adult support, alteration of equipment and level of challenge to meet the needs of all children in the class. Class teachers can seek advice from the PE subject leader and/or SENDCo to ensure reasonable adjustments are made for all children.

## **7. Extra Curricular Activities**

At Forefield Community Infant & Nursery School we pride ourselves on providing a wide variety of extra-curricular activities for all children to participate providing additional opportunities for children to develop as talented athletes or participate in sporting experiences. Children attending sports clubs gain accreditation towards Children's University Graduation at the end of Year 2.

Children can access extra-curricular sports activities in the morning, during lunch and after school. Children get the opportunities from Reception to Year 2 to experience various clubs such as, judo, football, basketball, multi-skills, circuit training and gymnastics.

## **8. Competitions**

The school will hold termly intra-school competitions where every child will work as part of their class to compete against the other classes in their year group. All children will be encouraged to work as a team and to put in their best effort.

Key Stage 1 will take part in local inter-school sporting activities and competitions such as, multi-skills and football, which are relevant for the age of our children. Children will also be kept informed regarding community events, e.g., sport orientated holiday clubs, races and competitions.

## 9. SMSC

Opportunities to promote children's spiritual, moral, social and cultural development is threaded throughout our PE curriculum.

### SMSC in PE lessons

During PE lessons children will:

- Develop their sense of personal enjoyment through PE.
- Have the freedom to move and express themselves.
- Represent their school in competitions
- Gain a sense of achievement and develop positive attitudes towards themselves.
- Gain a sense of fair play based on rules and the conventions of activities.
- Develop social skills in activities involving co-operation and collaboration, responsibility, teamwork and consider the social importance of physical activity, sport and dance.
- Experience and understand the significance of activities from their own and other cultures (e.g., salsa and traditional games).

## 10. Sports Funding

The school produces a plan for the expenditure of its Sports Funding allocation which is available on the school's website. Activities funded through the grant are monitored and evaluated for impact on improved health, fitness and increased participation in high quality physical activity within and beyond the curriculum.

## 11. Role of Subject Leader

The role of the subject leader

- Manage the Primary PE and Sport Premium Funding.
- Ensure high quality PE lessons are taught across EYFS and Key Stage 1 through our agreed broad and rich PE curriculum.
- Provide subject specific guidance/CPD to colleagues.
- Monitor the PE curriculum delivered to children across the school highlighting strengths and areas for further development.
- Monitor the progress and attainment of children in school in PE.
- Quality assure extra-curricular activities and peripatetic lessons offered by external partners highlighting strengths and areas for further development.

- Manage resources including maintaining/replenishing PE equipment to support delivery of a high-quality curriculum.
- Stay up to date with changes, new initiatives and research that would enhance and support the development of PE at Forefield Infant and Nursery School.

## **12. Wet Weather plan**

At Forefield Infant School we want to ensure children have many opportunities to participate in PE. The weather can be temperamental preventing lessons being taught outside. If PE cannot occur outside due to these circumstances, teachers are to check the availability of the main hall to deliver a PE lesson inside. Lessons may need to be adapted due to the space of the hall. If the hall is being used PE lessons are to take place in the dinner hall.

## **13. Safety in PE**

- Children should change into appropriate clothing for the activity. If children do not have the correct clothing members of staff are to inform parents. Spare PE kit is available from the Pastoral Support Team.
- Jewellery should not be worn, and long hair should be tied back.
- During hot weather, sunscreen and hats should be worn if appropriate. Children are to bring in water bottles to stay hydrated.
- Staff teaching P.E. should wear appropriate clothing including suitable and appropriate footwear.

## **14. Equality Statement**

The PE curriculum adheres to our school Equality Policy. It is the responsibility of all staff to ensure that all children are treated equally, regardless of their background, gender, race or ability. We are an inclusive school and teach PE to all children respecting individual needs. The PE curriculum takes into account issues of difference including gender, race and ethnicity.

Michael Houghton  
PE Subject Lead