



Rawmarsh Ryecroft Infant School

PE Policy

Reviewed: October 2025

Next Review Due: October 2027

This policy reflects the school's values and philosophy in relation to the teaching and learning of Physical Education. It sets out the framework within which teaching and non-teaching staff can operate and gives guidance on planning, teaching and assessment.

This sets out in detail what pupils in different year groups will be taught. This document is intended for all teaching and non-teaching staff with classroom responsibilities, Governors, parents, OFSTED, LA Advisors and interested others. Copies are provided to school staff.

Intent

Curriculum Definition

Lessons in PE aim to promote a healthy and active lifestyle where children gain a love for physical activity. Children will develop their agility, balance and coordination through a range of activities including invasion games, dance and gymnastics. Each year the children have the opportunity of varied sports activities and a whole school Sports Day at the English Institute of Sport in Sheffield.

Introduction

The school recognises that Physical education makes a vital contribution to the acquisition of physical skills which are essential to pupils all round development.

Aims for the Teaching of Physical Education

At Rawmarsh Ryecroft Infant School we aim to:-

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Engage in competitive sports and activities, building a knowledge of the rules of sports and games and to appreciate the importance of fair play in school, in school based after school provision and in the local community.
- Lead healthy, active lives
- Enable every child to follow a course in all the PE elements, suitable to their physical needs.
- Encourage children to develop and practise skills which develop coordination, balance, strength, speed, flexibility and endurance.
- Develop skills of communication, planning, organisation and self evaluation and problem solving and decision making.

- Foster the intellectual and social development of each child and improve their sense of well being.
- Seek out and develop the potential of pupils who are gifted and talented in any physical or sporting element.

By the end of Key Stage 1 we expect all children within their own ability range to be able 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 patterns

Teachers share clear and precise objectives with the children and regularly recap previous learning through our sticky knowledge checks. Sticky knowledge checks look at the objectives being taught, how these might link with previous learning, new vocabulary being covered and any background knowledge they may need to access the lessons teaching.

Implementation

It is important children take part in 2 hours of physical activity a week. We encourage them to work together in team sports to develop their confidence. Children can receive feedback on aspects of their performance such as dance routines. Our Year 2's take part in the Movement Evening in the local community with other schools, building positive relationships. An external sports coach comes into school to deliver PE lessons to each class weekly as well as a dance teacher for a term.

The Teaching of Physical Education.

The school aims for pupils to discover the wholeness of the movement experience through a PE programme which is challenging, demanding and inspiring. Our programme will be based upon the following elements:

- **What** the body is doing.
- **Where** the body is moving.
- **How** the body is moving.
- **Relationships** between parts of the body, people and objects.

The school recognises that the essence of all physical activity is movement. Our curriculum is based upon elements from three movement areas:-

1. Dance

From the early years dance provides an exclusive mode for expression, creativity and imagination. Activities will explore creativity, moods and feelings through music, poetry, art and other cross-curricular aspects. Participation will be encouraged both at individual and group level.

2. Gymnastics.

Through gymnastics a child learns to manage their own body and exercise large muscle groups. Activities will develop individual skills, mobility and strength and will offer imaginative challenges through floor and large apparatus work.

3. Games.

Games provide the opportunity to develop a variety of skills through organised play. Activities will develop individual skills and foster co-operation and competition in both pair and team situations.

Teaching Methods.

A full range of teaching styles and techniques are used to support the teaching of PE including:

- Class teaching
- Group work
- Pairs
- Individually
- Observation
- Imitation
- Demonstration
- Instruction
- Questioning
- Team teaching

Organisation of the Teaching of Physical Education

PE should be taught throughout the school, establishing cross curricular links where possible. As well as PE lessons, children are encouraged to be physically active at play times and lunch times and take part in other activities and games on a regular basis. Children in the Foundation Stage classes at Rawmarsh Ryecroft Infant School are

provided with further physical opportunities through their access to the resources in the out door environment.

Where possible planning provides links to other areas of the curriculum. Teachers should make professional judgments about when to adapt or add additional materials where this would benefit learning.

Planning the Physical Education Curriculum

Effective curriculum planning supports both teaching and learning, and assists in the promotion and maintenance of high standards of achievement. Continuity and progression are considered to be the corner stones of an effective curriculum.

The school strives to provide a continuous and progressive curriculum for all its pupils, one which builds on previous work and experiences. We believe in a curriculum built on reinforcement and development, rather than undue repetition.

Long term curriculum plans describe progression in skills, knowledge and on the developing ability of pupils to select and apply those skills and improve and evaluate their own and others performance. They provide also for the development of pupils' knowledge and understanding of fitness and health.

Medium plans-Teachers plan in depth using the PE curriculum progression map (Schemes of work). PE lessons are planned in detail on the medium-term plans (Schemes of work.) Sticky knowledge checks and resources are prepared on a weekly basis and learning is scaffolded to meet the needs of all pupils through conversations. All planning and objectives shared with pupils are taken from the National curriculum or The Statutory framework for the Early Years.

Entitlement and Time Allocation.

At Ryecroft we aim to deliver 2 structured PE lessons a week through both the external sports coach and class teacher delivery. The lessons mirror each other for pupils to develop their practice. We aim to give the children as much opportunity a week to be physically active. The school supports this by aiming to fulfil this through the provision of a balanced curriculum, supplemented by quality playtime, lunch time play and after school activities.

PE Kit

Children are expected to have a PE kit which can be kept in a bag on their peg. Indoor kit should be a white t-shirt, black shorts or leggings and a pair of black pumps. Tuesdays children are expected to come to school in their PE kits for the full day.

Unbranded black tracksuits are recommended and appropriate according to the weather.

Impact

Children will have developed the fundamental movement skills, including agility, balance and coordination. They will be able to apply these when performing dance and simple movement patterns. They will also be able to apply these to team games and competitive situations. Having responsibility for their own health and fitness will mean they lead a happy and healthy lifestyle.

Monitoring, Evaluation and Review

All staff involved in teaching PE and sport regularly evaluate all aspects of their work to ensure that the highest possible standards are maintained. Areas for development and improvement are identified annually in the PE Co-ordinator action plan and feed in to the Developing Excellence Plan.

Clearly defined long and medium term curriculum plans alongside criteria for the assessment of pupils' progress and attainment, provide a sound basis for evaluating the effectiveness of curriculum content and delivery.

The teaching, management and organisation of PE and sport are evaluated formally on an annual basis and allow for the evaluation of practice in relation to policy, and how effective those practices are in supporting the school's aspirations.

The school deploys a range of strategies to monitor the teaching, management and organisation of the subject, including the monitoring of planning, teaching and CPD opportunities.

Assessment and Recording

Assessment of children's attainment and progress supports teachers' planning and is both formative and summative. Assessment is fundamental to the understanding of the strengths and needs of individual children. Summative assessments take place at the end of each half term using the Schools Assessment grids. This highlights any strengths, notes for next unit and any information for the subject leaders.

Formative assessments highlight how well or otherwise children are progressing and enable teachers to plan for further learning. Teachers may adapt learning objectives to meet the needs of individuals and/or groups of children. Formative assessments are made against the learning objectives identified on short term planning.

Summative assessment enables teachers, children and parents to recognise progress made over time and the level of attainment achieved at regular intervals. Parents are informed of progress each term at Parents Evening and formally on the annual Record of Achievement or Foundation Stage Profile.

The assessment process recognises and acknowledges both children's progress in acquiring physical skills and their progress in applying those skills in different activities and circumstances. A child's progress in evaluating their work and that of others, and their knowledge and understanding of fitness and health are also part of the assessment process.

Access to the curriculum

In line with the schools **SEN Policy & Inclusion Policy**, our curriculum ensures that all children receive their entitlement to a broad, balanced, relevant, scaffolded curriculum.

To enable children to access the curriculum we may introduce specific programmes through liaison with outside agencies. A flexible approach will be used to maximise learning opportunities, involving a variety of forms of intervention, such as, the additional support of a teaching assistant for individuals or small groups and/or the provision of special programmes which support pupils with physical or medical needs. The Learning Support Service and other outside agencies may be involved in the drawing up of such programmes.

Adults Other Than Teachers [AOTTs]

AOTTs are those people who do not hold a recognised teaching qualification but operate within the school to support the delivery of physical education and sport within the curriculum, in out of hour and community-based activities.

The school believes that AOTTs should be afforded the same level of respect and support as teachers. AOTTs are expected to adhere to the Partnership's policies and to support the ethos and ethics embraced by them. They are also expected to be familiar with the good practice advocated in *NCF Code of Ethics and Conduct for Sport Coaches*. AOTTs must employ teaching and learning approaches which provide for

appropriately matched and differentiated tasks which are in line with the National Curriculum programmes of study.

AOTTs are subject to police checks, have the relevant qualifications/experience and are deployed according to their expertise and experience, subject to the necessary clearance.

The school accepts its responsibilities for AOTTs, and ensures that they are appropriately and adequately inducted. AOTTs are made fully conversant with the aims of the school, the rationale and purpose of their work and the exact nature of their role and responsibilities.

The level of direct supervision is determined by the qualifications and experience of each individual AOTT. To support AOTTs and maintain the high standards aspired to by the school, their work is monitored and evaluated. The AOTT is aware of, and involved in, the monitoring and review process.

AOTTs include:

- ✦ local authority sports development officers
- ✦ governing body of sport development officers
- ✦ coaches and instructors
- ✦ parents and helpers
- ✦ community sports leaders ✦ FE and HE students.

Health and Safety.

The school recognises that safety must be of prime importance at all times. All staff are aware of the following:

1. The teacher must be present and observing at all times i.e. standing in a position where all pupils can be clearly seen.
2. Children must be dressed correctly in school PE kit - white T shirt and black shorts. Spare kit is available for loan. Bare feet are required for all indoor activities to prevent slipping and pumps or trainers for outdoor work. Teachers must ensure that all fasteners and laces are secure.
3. All jewellery must be removed by the child and long hair should be tied back. Children with recently pierced ears (less than 6 weeks from time of piercing) are unable to participate.

4. Teachers must ensure that all working areas and apparatus are safe for use at the start of the lesson. Children will be asked to sit and wait until all checks have been completed.
5. Teachers must ensure that all apparatus is matched to the needs, ability and age of the children.
6. Teachers must ensure that children are aware of safety principles and are taught how to carry equipment correctly and how to conduct themselves safely around other children and obstacles.
7. The teacher and teaching assistants should wear suitable clothing and footwear.
8. Lessons should begin and end purposefully, with children entering and exiting the hall in an orderly manner.
9. Minor accidents must be reported to a member of the Senior Management Team, recorded in the Accident Book and parents informed.
10. Serious accidents must be reported immediately and procedures followed as set out in the school Accident Guidelines. Copies of the procedures are displayed in the hall alongside the Red Emergency Card.

Risk Assessments have been completed for the following areas:

- Outdoor Sporting Activities, e.g., football, rounder's, hockey, cricket
- Indoor Physical Activities, e.g., football, hockey, cricket, general games, gymnastics, dance
- Outdoor based activities other than team games, e.g., Sports Day

Individual Risk Assessments will be completed for specific events, e.g., participation in inter-school competitions and After School Activities.

The Role of the PE Co-ordinator.

The PE Co-ordinator will:

1. Promote and maintain an interest in all aspects of PE and Sporting activities.
2. Advise on ordering, purchasing and maintaining suitable equipment and resources in accordance with the Head Teacher.

3. Advice and support members of staff by offering practical assistance with planning, assessment, teaching and INSET.
4. Work alongside the Head teacher to monitor and evaluate planning, teaching, learning, standards and progress and plan for improvement;

5. Monitor apparatus and equipment for safety and 'wear and tear', informing the Head teacher as and when defects are found.
6. Organise and co-ordinate sporting ventures e.g. Sports Day, after school clubs and competitions.
7. Obtain and disseminate information and training to staff and pupils.
8. Foster the children's interest and awareness in current and topical sporting events.
9. Monitor the PE curriculum for breadth, balance and entitlement and lead the annual PE review.
10. Work alongside the Partnership to promote all sporting activities and continue to develop personal expertise through attendance at all Partnership training opportunities.
11. Monitor teaching and learning and promote the raising of standards.
12. Complete the Government guidelines for reporting of the School Sport Premium and ensure this is liaised to relevant parties and on the school website.

Gifted and Talented Pupils

The school aims to promote the highest possible standards of attainment and to provide opportunities for all pupils to achieve at a level commensurate with their ability.

To this end, the school will actively support pupils with a particular ability and an exceptional talent and will seek direct support from the Partnership. This support is irrespective of the pupil's age, gender, ethnic or socio-economic background. Neither is it subject to discrimination in respect of the role or sporting activity in which the pupil demonstrates an ability or talent.

We provide activities and opportunities specifically targeted at able and talented pupils and secure the teaching and coaching expertise required to present able and talented young people with suitable challenges and raise their standards of performance. Individual achievements are recognised and applauded.

It is important to raise and support the aspirations of able and talented young people. We aim to heighten the awareness of all staff including teachers, leaders and parents, as well as the young people themselves, of the extent of provision locally, regionally and nationally for further developing the particular ability or talent. The identification and provision of suitable pathways endeavour to provide ease of transition for able and talented pupils to a level of provision appropriate to their standards of attainment and further development needs. Where possible practical assistance for able and talented pupils to access the appropriate level of provision is provided.

At Ryecroft foundation children have the same access to the Physical Education Curriculum as KS1. Children in the Foundation Stage also have additional opportunities to develop their physical capabilities through their access to the outdoor area and the resources set up within it. Children within the foundation Stage are assessed in all areas of their learning including Physical Development according to The Early Years Foundation Stage Framework.

School Sports Funding

The school has used the Primary School sports funding to purchase support from a sports coach/ PE professional from 'SJD Coaching' to work alongside staff at Ryecroft to develop their confidence skills and expertise in this subject. The funding has also been used to provide specific opportunities to enhance PE-for example-visiting the EIS and a dance coach.

Information about how the school has allocated the funding is broken down in the PSSP page on the website. Details regarding the impact of the 5 key indicators are in detail on there.

Mr Butler

