Hasland Infant and Nursery School

PE Policy

National Curriculum

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed, achieve and thrive in competitive sport and other physical activities and movement. 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, whilst feeling a sense of belonging.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Curriculum Intent

Policy Statement and Curricular Aims

At Hasland Infant School our PE curriculum and schemes of work aim to support children's physical development and allow them to learn and build on fundamental movement skills from nursery to Year 2. Our intention is to foster an enjoyment and enthusiasm for physical activity, helping them develop control, coordination, agility, strength and balance while having fun, feeling like they belong and encouraging a lifelong love for movement.

We want children to develop the knowledge, skills and motivation required to enjoy a lifelong active lifestyle, giving them the knowledge of how and why the body moves, alongside the knowledge to achieve a healthy body, a healthy mind and to become physically confident in a way which supports their health and fitness. Our PE lessons help improve fitness, posture, balance and self-esteem, enabling children to thrive both physically and emotionally.

By the time pupils leave Hasland Infant School our intention is that the children will enjoy being physically active. That they will be able to create sequences, move their bodies with control, perform simple dance routines showing mood and feeling, play and understand the rules of team games, developing simple tactics and cooperate effectively with others, giving them the confidence to achieve success and thrive in future physical activities.

We expect all children to:

- Integrate Physical activity into daily lessons through continuous provision;
- be aware of the importance of a healthy active lifestyle;
- develop and explore physical skills with increasing control and co-ordination;
- work and play with others in a range of group situations;
- develop the way they perform skills and apply rules and conventions for different activities;
- increase their ability to use what they have learnt to improve the quality and control of their performance;
- be taught to recognise and describe how their bodies feel during exercise;

- develop an enjoyment of physical activity through creativity and imagination;
- develop an understanding of how to thrive in a range of physical activities and how to evaluate their own success.
- experience games which therefore will encourage them to do the same out of school.
- develop fundamental movement skills

Curriculum Planning

Our school uses Long Term and Medium Term planning to define what we teach, ensuring a clear progression of knowledge, skills and understanding throughout each year group. These plans provide an appropriate balance and distribution of learning across each term, enabling all children to build on prior experiences and achieve success in PE. Lesson plans from Complete PE are used as a foundation and are adapted by individual class teachers to meet the needs, interests and abilities of their pupils, ensuring all children can access and engage with the curriculum.
In addition to developing physical competence, we are committed to developing the whole child through PE. We actively promote holistic values within all PE sessions, including confidence, self-esteem, resilience, courage and honesty. Through positive experiences and collaborative activities, we aim to create an environment where every child feels they belong, is encouraged to challenge themselves, and is supported to thrive both physically and emotionally. We nurture not only skilled and active learners but also confident, respectful and well-rounded individuals who enjoy participating in physical activity.

Implementation

Teaching and Learning

Nursery

Our Nursery children are provided with a weekly hall slot for a dedicated PE session. These sessions focus on developing fundamental movement skills and provide valuable opportunities for children to build confidence, spatial awareness, teamwork and partner-working skills alongside their physical development. Through shared activities and games, children learn to work together, helping them to feel that they belong within a supportive and encouraging environment
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Physical development is one of the key areas we support in Nursery through hall sessions, classroom activities and outdoor learning opportunities. We provide a range of experiences that encourage children to explore movement, develop coordination and gain confidence in their physical abilities.

Reception

In Reception, all children receive one hour of PE each week, alongside daily access to the outdoor learning environment. Units of work are taught in blocks throughout the term, enabling children to progressively develop skills in gymnastics, dance and games. During each lesson, children are given opportunities to practise, refine and achieve success in these skills at their own level.

EYFS also uses the Complete PE scheme. The focus on physical literacy and the development of fundamental movement skills is highly beneficial to our children. Elements of the programme can also be used within the classroom, to support targeted interventions and during whole-class PE lessons.

Our outdoor environment plays a crucial role in supporting children's physical development. We provide opportunities for children to access bikes and trikes, climbing equipment, tyres and a range of throwing and catching resources, encouraging active exploration and skill development.

Our PE lessons, continuous provision and outdoor learning areas enable children to develop confidence and control in the way they move and handle tools and equipment. We provide opportunities for all children to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support the development of specific skills. Through these experiences, children are encouraged to develop the confidence and resilience needed to thrive physically and socially.

KS1

Our school endeavours to provide KS1 with their full entitlement of two hours high-quality Physical Education a week. This is delivered through two one-hour lessons, typically one indoor and one outdoor session. Units of work are taught in blocks, allowing children to deepen their understanding and develop skills progressively within a specific area of activity, such as gymnastics, dance or games. Fundamental movement skills and physical literacy remain at the heart of PE provision throughout the year.

Lessons are designed to support all children in making progress, developing physical confidence and experiencing success. Through participation in a variety of activities, children are encouraged to work collaboratively, challenge themselves and develop the skills needed to achieve their personal best.

Members of staff receive regular CPD and are observed throughout the year to ensure PE lessons are taught effectively and consistently. Complete PE provides teachers with an online learning platform that includes video demonstrations, lesson plans, suggested adaptations and curriculum maps, supporting the delivery of high-quality PE for all pupils. This consistent approach helps to create an inclusive learning environment in which children feel they belong, enjoy being active and are supported to thrive both in PE and beyond.

Health and safety

Children must be dressed appropriately for all PE lessons. Children will keep their PE kits at school and will get changed in the classroom for each session. Children may wish to dress appropriately for their outdoor and indoor lesson e.g. shorts for indoor and jogging bottoms for outdoor.

Children need a white t-shirt and black or navy shorts for indoor P.E. Children will need an additional Navy sweatshirt and navy or black tracksuit bottoms for outside. Children must wear trainers for games outside and plimsols can be worn for the indoor session.

Teachers should set a good example by wearing appropriate clothing when teaching PE e.g. trainers, school PE top and jogging bottoms.

Children participating in extracurricular clubs must change out of their whole school uniform and wear their Physical Education kits. All regular PE rules apply through the clubs.

Guidance is that no jewellery is to be worn for any physical activity, including watches. Parents should be informed of the class PE timetable so that they can remove earrings for that day. Any

items of jewellery removed by the children themselves should be put safely in a drawer or tray in the classroom. This is the child's responsibility.

There are some occasions when jewellery cannot be removed. Studs in newly pierced ears are a hazard during physical activity, but infection may result if they are removed. In these cases, the studs should be securely covered with microporous tape supplied by the parent/carer (maximum of 6 weeks only). Long hair must be tied back.

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching.

All pupils must be taught how to handle and carry apparatus, resources appropriately. They should be taught to recognise hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Safeguarding

Hasland Infant School recognises its responsibility to safeguard and promote the welfare of all children. All PE activities are planned and delivered in accordance with the school safeguarding policy. Staff remain vigilant to children's wellbeing during lessons and ensure that activities are carried out safely, inclusively and appropriately for all pupils.

SEND

At Hasland Infant School, we are an inclusive school that promotes the wellbeing, happiness and progress of every child. All pupils are entitled to a high-quality, ambitious curriculum that meets their social, emotional and learning needs. To support access to all foundation subjects, subject leaders, the SENDCo and the Inclusion Support Advice Teacher have developed 'SEND in My Subject' documents. These provide guidance on adaptations across the four areas of need and are referenced within medium-term planning. We recognise that every child is unique, and while these documents support planning, adaptations are tailored to meet individual needs.

EAL

We recognise that children with English as an Additional Language (EAL) bring valuable linguistic and cultural experiences to their learning. Within our subject teaching, we ensure all children can succeed by providing inclusive teaching, clear modelling, visual support, intentional vocabulary teaching and opportunities for meaningful talk. Any barriers to language and understanding are identified and addressed so that children with EAL can access the full curriculum, participate confidently and demonstrate what they know and can do.

The role of the coordinator

The coordinator is fully committed to securing improvements to provision and raising pupils' achievement. The coordinator develops and implements policies and practices for PE which reflect the school's commitment to high standards, setting stretching targets for children and staff, ensuring everybody thrives. The quality of PE provision is monitored through lesson observations, learning walks, pupil voice, assessment reviews and ongoing staff discussions. Findings are used to inform future developments and professional development opportunities.

The coordinator knows their subject well and receives local and national updates on a regular basis through partnerships such as SHAPE. Planning and assessments are monitored and updated when necessary.

Links with the wider community

After school clubs are well established through local providers, which all children can attend. We are in partnership with SHAPE and therefore attend festivals and competitions with other local schools enabling the children to experience competition in a different environment. We support local businesses such as Chesterfield Tennis Club who we welcome in for tennis roadshows and promote their weekend events inviting all our families to attend.

Festivals / competitions / Sports days / residential trips

Our school provides a range of festivals and competitions for each year group throughout the academic year. We hold intra-competitions termly where the children are given opportunity to gain points for their Hasland Gem teams. We also hold an annual Sports Day, which gives parents and carers the opportunity to celebrate and support their children's achievements. These events promote enjoyment, participation and physical activity, while providing opportunities for children to apply and develop the skills they have been learning in PE lessons. Through participation, children are encouraged to challenge themselves, achieve personal success and develop positive attitudes towards being active. All events are fully inclusive, ensuring that every child has the opportunity to take part, contribute and feel a sense of belonging within the wider school community.

Each year, we also offer a residential visit for all Year 2 children. The visit takes place over two days and one night and provides a valuable opportunity for children to further develop their independence, confidence, resilience and teamwork skills. Activities such as orienteering, den building and team games encourage children to work collaboratively, solve problems and embrace new challenges.
We are committed to ensuring that all children can participate and feel that they belong as part of this experience. Support with funding is available for identified families to help remove potential barriers to participation. Through these experiences, children are encouraged to develop the confidence and life skills needed to thrive both in school and beyond.

Impact

The planning (Intent) and the teaching (implementation) enable the child to leave Hasland Infant School having achieved and developed:

- 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.
- The ability to participate in team games, developing simple tactics for attacking and defending.
- The ability to perform dances using simple movement patterns

Through high-quality teaching and meaningful sporting experiences, pupils leave Hasland Infant School as confident, active learners who enjoy participating in physical activity. Children develop fundamental movement skills, physical confidence, resilience, teamwork and an understanding of healthy lifestyles. They are able to apply skills across a range of activities, work cooperatively with others and demonstrate the confidence to achieve success and thrive in future physical activity.

Assessment and recording

Assessment in PE is an ongoing process and is primarily carried out by teachers through observation of children during lessons and practical activities. Both formative and summative assessment methods are used to monitor progress, inform future teaching and support children in developing their knowledge and skills. In Nursery and Reception, children are also assessed as part of their baseline assessment in relation to fine and gross motor skills, allowing staff to identify strengths and areas for development from the outset.

At the end of each unit, class teachers assess whether pupils have met the expected learning outcomes. The Complete PE scheme supports this process by providing progressive learning objectives and appropriately matched challenges, enabling all pupils to access learning and achieve success at their own level. Children are also encouraged to reflect on their own performance and progress, helping them to understand their strengths and identify areas for improvement.

Pupils are provided with a range of opportunities to demonstrate their knowledge, skills and understanding through contextual tasks, performances, observations and questioning. We recognise that effective performance in PE is underpinned by knowledge and understanding, and therefore assessment focuses not only on what children can do, but also on what they know and understand about physical activity, movement and teamwork.

Assessment extends beyond PE lessons whenever appropriate. Staff recognise and celebrate children's wider achievements and participation in physical activity, including lunchtime activities, after-school clubs and sporting experiences beyond school. This helps to foster a positive culture where children feel valued, develop confidence and experience a sense of belonging within the school community.

In accordance with the school's assessment policy, parents receive a written report at the end of the summer term detailing their child's progress across all areas of the curriculum, including PE. Reports identify areas of strength and achievements, providing parents with a clear understanding of their child's development. Through this comprehensive approach to assessment, we aim to support every child to make progress, achieve their potential and thrive as confident, active learners.