

Carrington Infant School (Carrington Schools Federation)

PE Policy

MISSION STATEMENT:

The Carrington Schools Federation: an ambitious, caring, and inclusive community.

VISION:

To be a nurturing community that develops respectful, resilient, and happy children with the self-belief, knowledge, and skills to thrive in the future.



Date Policy last reviewed: February 2026

Signed by:

Head Teacher: Kate Cliffe

Date:

Chair of Governors: Nadia Zachary

Date:

PE Policy

Contents

1. Introduction - Purpose of the policy
2. Subject Intent
3. Aims and Outcomes
4. Teaching and Learning
5. Curriculum Overview
6. Cross Curricular Links
7. Assessment and Recording
8. Resources
9. Roles and Responsibilities
10. Inclusion
11. Links to other Policies
12. Monitoring and Review

Carrington Infant School **Physical Education Policy**

1. Introduction

At Carrington Infant School we are committed to providing all children with learning opportunities to engage in Physical Education & Sport, through a holistic approach. This policy reflects Carrington Infant School's values and philosophy in relation to the teaching and learning of PE. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

2. Intent

Healthy Heart, Healthy Mind

- To recognise the importance of PE and the role it has to play in promoting long term, healthy lifestyles.
- To provide all children with high quality PE and sport provision, building on previous skills and experiences. It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles.
- We strive to inspire our pupils through fun and engaging PE lessons that are outstanding, enjoyable, challenging and accessible to all, focusing primarily on agility, balance and coordination.
- We want our pupils to appreciate the benefits of a healthy and physically active lifestyles.
- We will provide opportunities for pupils to develop our school values and transferrable life skills: kindness, respect and honesty,
- All children having the opportunity to participate in competitive events throughout their school life.

3. Aims & Outcomes

- Provide learning situations in which all pupils will be able to develop their physical ability. Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts.
- Provide stimulating and challenging opportunities that help to promote physical development such as cardio-vascular health, flexibility, muscular strength and endurance. Enable pupils to understand the importance of Physical Education in respect of a healthy lifestyle (Knowledge and understanding of fitness and health).
- Develop positive attitudes towards participation in physical activity.

PE Policy

- Provide a safe learning environment for physical activity and an understanding of the need for safety.
- Provide pupils with opportunities to become aware and conform to the principles of fair play, demonstrating a good sporting behaviour.
- Enable pupils to actively participate in a wide range of activities with confidence, developing self-esteem through achievement.
- Promote equal opportunities for all and value the contribution of others irrespective of gender, ability, social/cultural background.
- To develop links between Physical Education and other aspects of the curriculum.
- Solve problems and find alternative solutions to physical challenges on their own and with others.
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking.
- Develop their ideas in a creative way. Set targets for themselves and compete against others, individually and as members of a team.
- Understand how (and be able) to persevere, succeed and acknowledge others' success.
- Take initiative, lead activity and focus on improving aspects of their own performance.
- Discover their own aptitudes and preferences for different activities.
- Make informed decisions about the importance (and value) of exercise in their lives.
- Be given a firm foundation for life-long participation in sporting activity.

4. Teaching and Learning

We aim to provide a well-balanced curriculum which goes beyond the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

A programme (Get Set 4 PE) is used throughout the school to encourage a holistic approach to the teaching of PE and take the children on a journey beyond the statutory guidance for EYFS and the National Curriculum.

There is clear progression from EYFS to year 2 through our progression documents. The progression continues beyond Carrington Infant School into Carrington Junior School.

5. Curriculum Overview

- In year 1 & year 2 classes are timetabled so that they can access the hall at least twice a week for a minimum of 2 hours. EYFS access the hall for 1 hour a week and continue to embed their fundamental movement throughout their weekly provision both inside and outside.
- The playground areas, field and woodland are used to facilitate activities such as outdoor activities and games.
- All year groups visit forest school weekly.
- Coaches from local Sport Clubs (AJD, Wycombe Wanderers, Perform)

PE Policy

- regularly provide additional opportunities for extending the PE curriculum.
- Clubs: dance, gymnastics, football, tennis, yoga, basketball

Early Years Foundation Stage Educational Programmes for Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. ***(Statutory framework for the early years foundation stage 2021)***

Physical development within the EYFS framework is one of three prime areas for learning.

Gross Motor Skills Children at the expected level of development will: -

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills Children at the expected level of development will: -

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Children access a range of daily activities to develop their fine and gross motor skills and have unlimited access to a dedicated outside area. In addition to this, they also have 1 weekly PE lessons and a weekly Forest School session.

Key Stage 1 National Curriculum Physical Education

Pupils should 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 patterns.

6. Cross Curricular Links

English

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments, speaking and listening, and movement within drama.

Maths

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

ICT

Children use capturing and recording equipment (cameras and videos) for evaluation and development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

PSHE

PSHE links include following rules, living healthily, co-operating with others and understanding fairness and equality. PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

7. Assessment & Recording

- Assessment is carried out both formative and summative.
- This is done mainly through observations and sometimes through discussion with children.

PE Policy

- A photographic/video record is sometimes used to document some of their work and recorded on Tapestry and ClassDojo
- Physical development levels and progress are recorded by teachers on Sonar Tracker termly.
- Physical Education / physical development is included as part of the end of year reports to parents.

8. Resources

There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.

Large equipment/ mats and indoor PE resources are stored in the hall.

EYFS Physical development resources are stored in the EYFS outside cupboard.

Health & Safety

- Pupils are taught how to improve their own abilities to assess risks.
- **First aid** equipment is taken to every lesson, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- **Inhalers** for pupils suffering from asthma are taken in the class first aid box. **Children with diabetes** are monitored closely throughout and after PE lessons by staff.
- **Regular checks** are made on **all equipment**, in addition to the annual check.

The subject leader makes **termly visual checks** for wear and tear and safety of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.

- Any items constituting a danger are taken out of use immediately.
- All **large items** of equipment are **inspected annually** by an independent safety expert.
- Pupils are **taught how to move and use apparatus safely** under the supervision of a teacher or responsible adult.
- Pupils are **made aware of safe practice** and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- **Teachers ensure that no jewellery is worn in lessons** and long hair is tied back.
- Pupils wear suitable footwear when travelling to and from the hall.
- Individual risk assessments are reviewed annually.

9. Roles & Responsibilities

Children's progress will be monitored and evaluated regularly, and evidence of attainment will be recorded, based upon teacher assessment. This data will be used to inform future planning within the class.

The Teaching and Learning Governor will regularly visit to monitor and evaluate the PE curriculum and support children in their learning. The Teaching and Learning Governor will report back to the governing body through the teaching and learning committee.

The PE Leader (Anna Barron) will report to the governing body updating them on annually on the sports premium plan and PE progress.

This policy will be reviewed regularly by the Anna Barron, staff and governors.

Parents will be informed of their child's progress in PE during parent consultation evenings in the autumn term, spring term and the end of year report.

Anna Barron will ensure the PE curriculum meets the needs of all pupils.

Anna Barron will update staff of any new developments in PE.

Anna Barron will evaluate and monitor the effectiveness of teaching and learning within the school.

Anna Barron will audit resources and order resources when needed

Anna Barron will attend relevant in-service training and prompt others about relevant training

10. Inclusion

We ensure that our PE curriculum is an approach that allows EVERY learner to succeed at their own level. Personalised, interactive learning journeys support children to develop at their own pace and reach their goals. The Get Set 4 PE platform provides supporting resources for teachers and staff working with learners with additional needs.

- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- No pupils will be excluded from any physical education programme unless advised by a medical professional.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.

PE Policy

- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.

11. Links to other Policies

- Assessment
- Behaviour
- SEND

12. Monitoring & Review

- The subject leader will oversee the continuity and progression within long term planning
- They will also monitor the quality of teaching and learning through observations.
- The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.