

Phoenix Infant and Nursery School PE Policy



Language Opportunity Values Excellence Diversity

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1. Curriculum Statement

Intent

Physical Education is a beautiful opportunity to develop the whole child. Children are entitled to a rich, broad and balanced PE curriculum. Through PE, children should develop behaviour and attitudes that will benefit them throughout school life and beyond.

Children should

- experience a broad range of activities through curriculum PE time, including gymnastics, dance, games, outdoor Education, athletics, and swimming.
- Know how to stay fit, healthy, and active and enjoy doing so, choosing to engage in physical activity and sport in their own time.
- Learn to win and lose, support others and be supported, showing sportsmanship and good character.
- Work as part of a team towards a common goal as well as individually improving their performance.
- Be allowed to be creative in a range of activities.
- Play competitively, respecting officials and other players.
- Develop spiritually, morally and culturally through diverse activities and opportunities.

Quality physical Education can develop the whole child:

- Strengthening thinking and decision-making skills
- Building and increasing confidence and self-esteem
- Developing character and resilience
- Enhancing their commitment and desire to improve
- Allowing opportunities for enjoyment, fun

Implementation

To achieve our intent, we provide:

- A structured and progressive PE curriculum following the Early Years Foundation Stage (EYFS) Framework and National Curriculum for KS1, ensuring children build skills over time.
- Two high-quality PE lessons per week, covering fundamental movement skills, dance, gymnastics, athletics, and games.
- Play-based and exploratory learning in EYFS, focusing on gross and fine motor skills through structured activities and free play.
- Clear skill progression, ensuring children move from basic motor skills in EYFS to more structured movement patterns in KS1.
- Cross-curricular links to support holistic development, e.g., linking movement in dance to music and storytelling.
- A focus on inclusion, ensuring all children, regardless of ability, can participate fully in PE activities.
- Swimming opportunities, to build early water confidence and swimming skills.

- Outdoor learning and active playtimes, encouraging physical activity beyond PE lessons.
- Opportunities for intra-school physical challenges and festivals, promoting engagement and enjoyment.

Impact

The impact of our PE curriculum is seen in:

- Children developing a strong foundation of physical skills, preparing them for future participation in sports and active lifestyles.
- Increased confidence, enjoyment, and enthusiasm for physical activity.
- Improved social skills, teamwork, and problem-solving abilities through cooperative games and group activities.
- A clear understanding of the importance of a healthy lifestyle, including the benefits of exercise and movement.
- Children demonstrating greater independence and resilience in physical challenges.
- A high level of participation in physical activity, both inside and outside school.
- We assess the impact of our PE curriculum through ongoing observations, skill progression tracking, and pupil voice to ensure that all children develop essential physical skills, build confidence, and enjoy being active.

2. Teaching and Learning

Lessons at Phoenix Infant and Nursery School are fully inclusive and take account of children's differing needs and physical ability. Lessons are planned so that a wide range of sports are covered over the year and that there is progression in skill and techniques across year groups.

Foundation Stage (Nursery and Foundation Stage 2)

Planning in Nursery and Foundation Stage 2 (FS2) is done through the Early Years Foundation Stage Statutory Framework. There are two strands under Physical Development: Moving and Handling and Health and Self-care.

- **Moving and Handling:** Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- **Health and self-care:** Children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

In Nursery planning is done through the termly Topic. Children develop their physical abilities through play and are encouraged by staff to make progress on an individual basis. Children have time and space to enjoy energetic play daily. They access a range of resources including balls, quoits, bean bags and climbing and balancing equipment.

Teaching staff identify and encourage each child to progress physically by providing instruction or activities for their next step.

In Foundation Stage 2 (FS2) children have one formal PE lesson each week lasting between 30 and 45 minutes. Lessons are planned through the Early Learning Goals. In addition to a formal lesson, children have daily opportunities to practise their movement skills and develop their fine and gross motor skills during continuous provision. This is time when children can independently access outdoor equipment such as bats and balls, skipping ropes, walking pots, throwing scoops, quoits, hoops, bikes, scooters and an obstacle course.

These skills can then be built on when children enter KS1.

Key Stage 1 (KS1)

In Key Stage 1, PE is taught in mixed Year 1 and Year 2 groups. This approach allows children to develop skills at an appropriate level, supports peer learning, and ensures continuity and progression in physical development across the key stage. In KS1 children have two hours of PE per week which is split into two lessons.

In accordance with the National Curriculum, PE is broken into the following areas of activity:

- Dance
- Gymnastics
- Basic movement and games
- Competitive and cooperative games
- Swimming (Year 2)

Children are 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.

Lessons in KS1 develop fundamental movement skills, whereby children become increasingly competent and confident and are given access to a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Children are given opportunities to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Children will have a block of swimming lessons in the summer term which will be delivered by Elite Swimming. The program will be delivered by qualified swimming instructors.

PE Hub is the agreed scheme of work for planning and assessment. A long term plan is drawn from this app ensuring coverage of all curriculum areas across the year. A medium

term plan is then drawn up ensuring progression from Year 1 to Year 2. Short term plans from the app are then adapted to suit the class and needs of the children. Teaching styles and strategies provide opportunities for children to participate in a range of activities and sports. Careful planning ensures time is spent in organising and resourcing lessons and activities. Children experience a range of opportunities to work individually, in pairs or in groups over time.

Lesson Structure:

- At the beginning of each lesson, the teacher explains the intention of the lesson and informs children how they can be successful in achieving the lesson aims
- There may be a 'hook' drawing child into the lesson and to engage and excite them
- Lessons then commence with a warmup to prepare children physically for exercise
- There is direct teaching of skills and the subsequent skills are practiced by the children
- Children then have the opportunity to independently and cooperatively practice the skill in context such as a game
- Finally, there is a cool down activity to prepare children to return to a normal state both physically and mentally
- Throughout the lesson there are opportunities to celebrate and share children's successes

3. Assessment

The assessment of PE is in accordance with the National Curriculum and is an ongoing process. As each lesson or activity progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable.

Foundation Stage

Assessment in Nursery is based on Teaching Staff observing children undertaking an activity. This may include a child climbing on a piece of apparatus with independence, holding an object while walking down steps, throwing and catching a range of balls, kicking a large ball and moving in a range of ways over in and through the equipment. Praise is given to a child who has met the learning objectives and a new challenge is given. Specific times are set aside to enable assessment of specific skills for every child. Evidence is gathered through the use of post it notes and photographs which are stuck into children's Learning Journeys. The '30-50-month Development Matters document' is used to assess children in Nursery.

Assessment in FS2 is similar to that in Nursery. Observation of children undertaking different activities is again evidenced through the use of post it notes, photographs and also achievement tick lists. This evidence is collected during both continuous provision and formal PE lessons. The last PE lesson in the block is used to assess children based on the Foundation Stage Early Learning Goals.

Key Stage 1

Assessment in Key Stage 1 is through observation of the children's performance during PE lessons. Assessment is done formatively during lessons whereby children are either challenged or supported according to their performance.

Teachers use summative assessment at the end of a unit to see where children are at. Children are assessed to be working towards the expected standard, at the expected standard or exceeding. These are marked against criteria which follow the National Curriculum. Evidence of achievements are documented via photographs and videos and children's progress is tracked.

4. Equipment

PE equipment is stored safely in the P.E. cupboard in the hall. Equipment is labelled and is regularly checked by the PE subject leader to check its tidiness and organisation. Equipment is checked for safety and replaced when needed.

The PE Hub website is accessible by teachers on laptops and computers.

5. PE Kit

It is expected that children wear PE kit during lessons. Children bring a PE kit into school and get changed into their PE kit on the days they are doing PE. Children in year 2 bring a swimming kit on the day that they are doing swimming.

This includes:

- T-shirt/polo shirt
- Shorts/trousers
- Plimsolls/trainers
- Jumper/fleece (when outside)
- Hair tied up
- No jewellery. Earrings removed or covered with tape
- Children can work with bare feet indoors during gymnastics and dance. Tights and socks must not be worn.

It is encouraged that outdoor PE lessons take place in all seasons as feasible. Classes are timetabled so that each class has two slots in the hall each week, so if the weather is not appropriate for outdoor PE, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

It is important that staff should consider their own and their children's safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.

6. Equal Opportunities and Inclusion

At Phoenix Infant and Nursery School we are committed to promoting equal opportunities for all. Our well-balanced and planned PE lessons ensure that lessons are fully inclusive, allowing all children equal access to participate in order to reach their own potential, irrespective of ability, special educational need(s) or physical disability.

Any activity which may not be suitable for a child will be differentiated by task and/or equipment. Some children may need different equipment and/or alternative or adapted activities. By setting suitable learning challenges, responding to children's diverse learning needs and overcoming potential barriers to learning and assessment, teachers will create a positive and achievement orientated learning environment.

Any 1:1 classroom support must extend into PE lessons. Teachers working with children during PE will be made aware of any pupils who have special educational needs or medical conditions.

7. Non-Participation in PE lessons

Children should only miss PE lessons on health grounds requested by their parents or carers. Children who persistently forget to wear PE clothes should have a note written in their diaries to parents reminding them that a PE kit should worn on the days that they have PE.

8. Parents

Parents are encouraged to let school know if they have a certain expertise in a particular sporting area. In this instance, we can involve a parent in delivery of lessons, clubs or events.

Parents are encouraged to attend Sports Day to celebrate and promote physical activity, as well as support groups to travel to any sporting events.

Annual reports are written in the summer about each child for parents/carers and PE is listed as a foundation subject in all reports.

9. Extra-Curricular Activities

We are committed to recognising the importance of physical activity of children outside of the National Curriculum. Teachers deliver afterschool sports clubs which include benchball and hockey. These clubs are offered to all children in KS1. The school takes part in inter-school tournaments where they are available

Children's attainment at clubs and tournaments outside of school, such as swimming, dance and football, is celebrated in assemblies and photographs of children with their certificates are displayed in the hall.

10. Health and Safety

Health and good safe practice is always emphasised throughout lessons. The following procedures are undertaken so as to minimise the risk of accidents to both children and teachers:

- Children's clothing should be checked by teachers prior to undertaking PE activities to ensure that appropriate clothing is worn, jewellery has been removed and hair is tied up
- All forms of physical activity should be preceded by an appropriate warm-up
- Children must be given tasks which are challenging, but within the scope of their ability
- Teachers must check all equipment before use and give children disciplined strategies for safe handling of the equipment
- Equipment must be handled and stored safely and any broken or damaged equipment must not be used
- Appropriate levels of lighting must exist to facilitate a safe working environment
- The surface that the children are expected to work on should be clean and free of hazards that could cause an accident. The teacher should pay special attention to the suitability of the surface, after the floor has been polished in the hall, after rain on the playground or on the grass as this may make the area too slippery to be safe
- All jewellery and watches should be removed
- Long hair should be tied back
- Appropriate clothing must be worn by children and staff
- The teacher must ensure good methods to cool down pupils after hard physical exercise
- Water should be offered and hats worn when outside in the summer
- The Class Teacher and PE Teacher must be aware of any medical condition which may affect physical ability and make the appropriate adjustments in planning and implementation of the lesson to allow children who suffer from any conditions to take part actively but safely
- For Health and safety reasons, teachers may physically guide children during lessons in order to develop their skills. E.g. correcting a child's position during a gymnastics lesson