



Streetsbrook Infant & Early Years Academy



Policy for Physical Education

Streetsbrook Infant & Early Years Academy

'Learning for Life'

At Streetsbrook, we strive to provide an equal chance for all to become responsible and caring citizens who lead happy and fulfilled lives, and are equipped with the skills and abilities to shape the world they live in.

Our Values are:

- **Self-Belief**
- **Belonging**
- **Respect**

These are embedded into our Nurturing Principles



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INTENT

Subject Statement

At Streetsbrook, we believe that every child matters and every child matters equally. We aim for all our children, including those with SEND, to have fun, to develop positive relationships, achieve good outcomes and be prepared for their next steps in learning. We achieve this by ensuring our provision is well planned and delivered by highly skilled staff in partnership with parents and external professionals who are all committed to putting the children's needs at the heart of everything they do.

Our broad and balanced curriculum celebrates the diverse nature of our society and encourages adherence with the fundamental British values. We do not tolerate discrimination of any kind. Through quality first teaching practices we support, guide and inspire our children educationally and promote their spiritual, moral, social, cultural, mental and physical development.

Aims

At Streetsbrook through our Physical Education curriculum we aim to develop physical competence, promote a healthy lifestyle, and foster positive attitudes towards physical activity. This includes developing fundamental movement skills, encouraging participation in a variety of activities, and promoting understanding of the importance of exercise for overall well-being. Additionally, our PE curriculum aims to promote and develop social skills, teamwork, and fair play.

Our curriculum leader for Physical Education is Mrs Elspeth Miller.

Cultural Capital

Through our Physical Education curriculum, we endeavour to ensure all children gain a sense of physical literacy, developing the motivation, confidence, physical competence, knowledge, and understanding to value and engage in physical activity throughout life. Through Physical Education and School Sports, we maximise opportunities for children to learn about society and the world around them and offer enrichment opportunities that are accessible to all.

Embedding Ambition

We believe that all children regardless of their background, needs and abilities, can develop a positive and meaningful relationship with movement and physical activity. Physical literacy at Streetsbrook is not just about acquiring physical skills, but also about the motivation and confidence to use those skills. It's about learning how to move, interact with others through movement, and how to flourish in life through physical activity. We monitor and evaluate our provision regularly and make sure all children are making sufficient progress, including those who need the most support.

IMPLEMENTATION

Learning Environment and Resources

The staff at Streetsbrook provide safe, secure and stimulating environments that allow learning to flourish. We ensure we have access to high quality resources that fully support teaching and learning for all children both indoors and outside. Our Get Set 4 PE programme underpins our provision, ensuring lesson content and resources which engage, inspire and promote equality, diversity and inclusion.

Curriculum

Our Physical Education curriculum is based on the DfE's statutory Early Years Foundation Stage Framework and the English National Curriculum for physical education. This is supported by Get Set 4 PE, a PE scheme of work offering clear curriculum coverage and a sound progression of knowledge and skills from EYFS to Year 2. Membership of South Solihull School Sports Partnership further enhances our curriculum, providing staff CPD and opportunities in school sport, competition, PE and physical activity within school and at off-site venues.

How is the curriculum taught?

EYFS

In EYFS our curriculum is built around the seven areas of learning and development outlined in the 'Early years foundation stage statutory framework'.

1. Communication and language: listening, attention and understanding; and speaking

2. Personal, social and emotional development: self-regulation, managing self, and building relationships
3. Physical development: gross motor skills and fine motor skills
4. Literacy: comprehension, word reading, and writing
5. Mathematics: number and numerical patterns
6. Understanding the world: past and present; people, culture and communities; and the natural world
7. Expressive arts and design: creating with materials; and being imaginative and expressive

Children in Reception have twice weekly access to our hall space and participate in regular PE sessions supported by our Get set 4 PE provision. However, we fully acknowledge that Physical Development in EYFS is much greater than this, it is a constituent part of daily provision, indoors and out, and encompasses many other learning areas.

The Early Learning Goals (ELGs) for Physical Development focus on children's gross and fine motor skills, coordination, and understanding of physical health. They encompass both gross motor skills like running, jumping, and balancing, and fine motor skills like using tools and managing self-care tasks. The goals also emphasise the importance of physical activity for overall well-being and healthy lifestyles.

Key Areas of Physical Development in the Early Years Foundation Stage (EYFS):

- **Gross Motor Skills:**
These involve the large muscles of the body and include movements like crawling, walking, running, jumping, hopping, skipping, and climbing. Children are expected to negotiate space safely, demonstrate strength, balance, and coordination in their movements.
- **Fine Motor Skills:**
These involve the small muscles of the hands and fingers, enabling tasks like drawing, writing, using cutlery, and dressing. Children develop hand strength, wrist movement, and pincer grip, which are essential for independence and daily tasks.
- **Physical Health and Wellbeing:**
This includes understanding the importance of healthy eating, regular physical activity and good hygiene practices. Children also learn about safety, including recognising potential dangers.
- **Self-Care:**
Children learn to manage basic hygiene and personal needs, such as dressing, toileting, and washing hands. They also learn about healthy eating habits and routines.
- **Movement and Coordination:**
Children develop core strength, stability, balance, and spatial awareness through various physical activities and play. These skills are foundational for developing healthy bodies and social-emotional well-being.

Key Stage 1

All children in KS1 are taught in line with the requirements of the Physical Education national curriculum. Each KS1 class is timetabled at least 2 hours of curriculum PE per week. This is made up of a longer session in the school hall and a shorter outdoor session. Both sessions utilise the Get Set 4 PE programme which ensures children are supported to develop competence in fundamental movement skills and are able to access to a broad range of opportunities to extend agility, balance and coordination, individually and with others. Get Set 4 PE also includes regular opportunities to engage in competitive (both against self and against others) and co-operative physical activities.

Children at Streetsbrook are taught to:

- master basic movements including running, jumping, throwing and catching
- develop balance, agility and co-ordination
- apply these skills in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

In addition, Streetsbrook allocate resources to ensure opportunities for active play at breaks and lunchtimes is a priority.

PE and School Sport Premium

An annual PE action plan identifies priorities and ensures PE and School Sport Premium funding is spent effectively.

The key aims of the PE and School Sports Premium are:

- Engage all pupils in regular physical activity, encouraging healthy, active lifestyles.
- Raise the profile of PE and sport across the school, making it a tool for whole-school improvement.
- Increase staff confidence and skills in teaching PE and sport.
- Broaden the experience of a range of sports and activities offered, especially those who might not typically take part in traditional sports.
- Increase participation in competitive sport to build teamwork and resilience.

Further information is available on our website www.streetsbrook.co.uk/pe-and-sport-premium/

Vocabulary Development

A child's vocabulary knowledge can have a big impact upon their development and later educational success. To support this, we have identified a progression of key vocabulary across each strand of physical activity. Children are introduced to new vocabulary in each unit of learning and are supported to embed their understanding of key vocabulary over time. We aim to help children with this by:

- Clarifying and modelling new vocabulary
- Practising using the correct vocabulary orally
- Creating displays of key words linked to specific topics and subjects
- The use of high quality resources to support learning

Planning

At Streetsbrook Get Set 4 PE underpins our curriculum and lesson planning. Using the Get Set 4 PE platform we have created a Curriculum Overview for each year group and a Curriculum Progression document, mapping the progression of PE learning at Streetsbrook from Nursery to Year 2. Staff use and adapt Get Set 4 PE lesson plans for each PE session delivered, thus identifying clear learning expectations, strong links to prior learning and clear progression across learning strands and from year to year. All Get Set 4 PE content is fully aligned to the DfE's statutory EYFS framework and statutory English national curriculum, programmes of study for PE.

Extra-Curricular Sport and Physical Activities

We have a strong background of extra-curricular provision at Streetsbrook and facilitate as wide a range of activities as our school facilities will allow. Children who may, for a variety of reasons, have difficulty accessing these opportunities can be supported to do so.

Parental Engagement

At Streetsbrook we believe working in partnership with parents is invaluable. Parents are invited to share as many PE and School sports opportunities as possible, within school and at other off-site locations. In addition, our weekly newsletters and website inform families about PE experiences at Streetsbrook and signpost wider sources of information relating to physical activity, health and well-being.

Inclusion

We utilise the principles of Adaptive Teaching, as outlined in our Curriculum Policy, to ensure teaching and learning meets the needs of all children. Where required, children with SEND are supported to access the PE curriculum. In line with individual learning plans, interventions or additional teaching opportunities may be required to ensure they are able to access the curriculum in a way that is appropriate to them.

Health and Safety

Health and safety is maintained to a high standard at Streetsbrook to ensure children and staff are protected from harm whenever possible. This includes both their physical and mental health, ensuring we comply with the Health and Safety at Work Act 1974. As necessary, risk assessments are conducted to ensure that all potential risks and harms have been identified and that staff understand how to respond should an unexpected risk occur.

Remote Learning

In the case of remote learning being necessary we will provide learning opportunities through a combination of live online lessons and by facilitating access to lesson content and resources to support independent home learning.

IMPACT

Assessment, Marking and Feedback

At Streetsbrook there are three, broad overarching forms of assessment, each with a different purpose.

These are:

- Day-to-day formative assessment – to inform teaching on an ongoing basis, sometimes referred to as Assessment for Learning (AfL)
- In-school summative assessment – to understand each child's performance at the end of a period of teaching
- Statutory summative assessment – to understand each child's performance in relation to national expectations

Marking and Feedback

Whenever possible staff provide children with 'live feedback' to allow for interaction and dialogue. PE sessions also regularly provide ideal opportunities for children to begin to participate in simple peer and self-assessment discussions.

Please see our Assessment and Marking policy for full details.

Pupil Voice

The views of children on our Physical Education provision are gathered at least annually through small group discussion sessions involving the Subject Leader and KS1 representatives on our Curriculum Focus groups.

Governors

We work in partnership with Governors to ensure our curriculum is inclusive and accessible and fulfils the requirements of the EYFS statutory framework and the English national curriculum. Governors monitor statutory assessment arrangements and receive updates on progress and attainment in Physical Development and PE

Monitoring and review

Our PE curriculum is monitored and reviewed regularly to ensure its on-going effectiveness. This is done in several ways including:

- Monitoring and moderation
- Learning walks
- Lesson observations
- Pupil progress reviews
- Pupil voice
- Staff voice
- Attainment tracking and data analysis
- Through staff CPD opportunities
- Planning scrutinies
- Curriculum progression scrutinies

Policy Review

All members of staff are required to familiarise themselves with this policy as part of their induction programme. The Subject Leader will review this policy every three years and will make any changes necessary, in consultation with all stakeholders.

The next scheduled review date is Summer term 2028 .

Signed:  Headteacher