



Physical Education Policy

Signed: Emily Olvanhill (PE Coordinator) **Date:** September 2025

Adopted by the Governing Body: Autumn 2025

Chair of Governors: Simon Marshalsea

Review Date	Changes made	By whom
September 2024	Changes made to highlight the changes to forest school provision. This has changed from fortnightly to half-termly. Children will continue to receive 2 hours per week of physical activity through PE lessons.	EO

Curriculum Intent

At AINS our over-arching curriculum aim is to offer breadth, scope and ambition. We seek to add cultural capital by giving children knowledge and skills that build a foundation for later learning, enabling them to become thoughtful members of our community, with beliefs and understanding of the world underpinned by shared British values. Our six core values are at the center of our curriculum: Honesty, friendship, care, independence, kindness and respect. Opportunities to compete in sport and other activities help to build character and embed values such as fairness and respect. At AINS, our aim is to ensure that all children enjoy and are engaged in Physical Education and sport.

At our school, we recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education. The aim of our PE programme is to develop children's basic physical competencies, build confidence in their ability and build the foundations for a lifelong love of sport, physical activity and a healthy lifestyle. PE lessons encourage children to compete against themselves and others whilst being challenged to improve their physical, social, emotional and thinking skills. These skills are embedded in the heart of our planning. Our objectives in the teaching of PE align with the National Curriculum in that we aim to ensure all pupils:

- 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
- Lead healthy, active lives

Implementation

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. Our long-term plan maps out the PE activities covered in each term during the key stage. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

Each child in KS1 receives 2 hours of curriculum time PE on a weekly basis which is carefully planned and mapped out to ensure a broad and full range of skills and activities are taught. The children have a Forest School session half-termly. Pupils in KS1 are given ample opportunities to develop their fundamental movement skills and extend their agility, balance, and co-ordination. They engage in competitive and cooperative physical activities through games, dance and gymnastics.

The Local School Sports Partnership scheme allows us to welcome specialist coaches into school to deliver lessons too. Some of these include tennis, football, cricket, dodgeball and multiskills. Our pupils take part in competitions where they compete against other schools.

In addition to PE in curriculum time, we also strive to provide opportunities for children to access extra-curricular physical activity through a range of sporting clubs such as multi-skills, football, tennis, dodgeball, rounders, tag rugby, badminton, yoga and mindfulness.

Physical development is promoted through all areas of our curriculum, with EYFS and Year 1 having regular access to their own outdoor areas for continuous provision.

Assessment:

Our teachers assess the children's work in PE, both by making informal judgements, as they observe them during lessons, and through assessing against the specific objectives set out in the National Curriculum and recorded using the Get Set 4 PE assessment software. We have clear expectations of what the pupils will know, understand and be able to do at the end of each Key Stage.

Impact

In Physical Education, continuous assessment is undertaken within each area of focus and is an integral part of the teaching and learning process. Teachers record individuals' strengths and weaknesses over the course of the year and report to parents at the end of that year. The knowledge and skills sheets are used to record children's attainment in PE at the end of each unit. In Reception assessment is against the Early Learning Goals and Development Matters Outcomes. Tapestry is used to collect evidence to support assessment and to share achievements and progress with our children's families.

All children at Ashfield Infant and Nursery School receive a broad and balanced PE curriculum regardless of age or ability. Teachers plan PE with clear progression of skills and knowledge that we have devised as part of our curriculum offer to ensure that all children access this at an age appropriate level.

Festivals and competitions ensure all of our children have the opportunity to take part in a range of sports both in and outside of school on either a competitive or non-competitive level. We want the skills that we teach in PE now, to help our children to be lifelong learners. Our high-quality PE curriculum inspires all children to succeed and excel, and to help them to develop a healthy body and mind.

EYFS

We encourage the physical development of our children in the nursery and reception classes as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. Our EYFS children receive 1 hour of directed Physical Education each week through a set PE lesson and they access the outdoor curriculum each day.

Out of School Hours Learning

We aim to offer children a range of after school activities which support and enrich learning in physical education. These include activities such as Multiskills, dodgeball, tag rugby, rounders, dance, tennis and football. Competition is developed through sporting fixtures with local schools and within the school. As our school is part of the School Sports Partnership, it is hoped that extra-curricular activities will continue to extend and improve.

Equipment and Resources

The school hall is time-tabled separately for individual classes. Floors are suitable for barefoot work and there is a range of fixed and free-standing equipment. Children come to school in their PE kits on PE days. Gymnastic equipment is stored around the sides of the hall in identified positions. Games equipment is stored in the PE store in the hall. The playground has painted markings which are used in games lessons and at playtimes and lunchtimes. These were developed and updated during 23-24 to further support the children's

physical development. The PE co-ordinator is responsible for purchasing and maintaining equipment.

Health and Safety

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate. Staff know about the safe practices involved in moving and using apparatus. Pupils wear appropriate clothing, remove jewellery and tie back long hair.

To ensure safe practice and observe rules of good hygiene the following recommendations are made:

- Health and safety is made an integral part of children's learning throughout all PE lessons.
- Pupils and staff will be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga.
- Correct use of equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in.
- Equipment and apparatus are stored safely at the end of each lesson.
- Pupils are taught to consider their own safety and that of others at all times.

Equal Opportunities and Inclusion

We ensure that all children receive an inclusive, broad and balanced Physical Education curriculum. Every attempt is made to fully integrate special needs children, including those with impairments, into participating on equal terms with other children. We adapt apparatus and equipment and present open-ended tasks which all children can undertake according to their ability. We also provide more challenging tasks for more able pupils and those who are gifted and talented.

Oracy in PE

Oracy is embedded throughout our whole curriculum and is a key driver in all that we do. We are passionate about the need to teach children how to cooperate and collaborate with others, and work as part of a team. Oracy is used throughout PE lessons for problem solving and skill sharing to ensure the best possible outcomes. Children are provided with effective language experiences through the promotion of vocabulary and are given the opportunity to talk about their areas of strength and areas for development in lessons. They are challenged to take on responsibility within sports whereby they need to communicate with other pupils using the correct tone, gesture and volume.

Emily Olvanhill PE coordinator

Reviewed September 2025

To be reviewed again September 2026