



Physical Education

Teaching and Learning Policy

At Carlyle we play a key role in promoting active lifestyles to young people to develop their attitudes, knowledge, confidence and competence in physical activity. We provide experiences that will encourage a life-long interest in sport, wellbeing and physical recreation. We believe that physical education is a unique and vital contributor to pupils' physical development and mental health and well-being. Engaging in regular physical activity, will help improve quality of life, health, promote social inclusion and raise pupils' self-esteem, resilience and confidence. This policy promotes practices within our school to reinforce our vision of happy, active, healthy learners.



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| Reviewed | January 2026 |
| Lead | S Elliott |

Intent

To enable pupils at Carlyle to be Happy, Active, Healthy Learners we ensure they all receive a minimum of 60 active minutes a day through a range of carefully planned activities both indoors and outdoors. We offer high standards of teaching and learning in an enabling, inclusive environment where each child is nurtured and valued as an individual and encouraged to reach their potential.

At Carlyle Infant and Nursery Academy our aims in teaching PE are:

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
- To develop an understanding of the effects of the exercise on the body and an appreciation of the value of safe exercising.
- To develop the ability to work independently and communicate with and respond positively towards others.
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.
- Develop an understanding of the importance of regular Physical Activity amongst the whole school community for maintaining a healthy life.
- Develop the confidence, competence and enthusiasm to participate in physical activity for an average number of 60 daily minutes achieved across the week, as recommended by the Chief Medical Officer [Department for Health] and to establish and maintain an interest in regular Physical Activity.

Implementation

- Each class is allocated two, one hour sessions per week. Nursery is allocated one morning and one afternoon session per week, this is to support the transition into Reception.
- In Nursery and Reception, pupils will have access to daily outdoor provision to encourage the growth of motor skills, balance and coordination. Pupils will also be taught the basic fundamental skills of movement during weekly PE lessons. This helps develop stamina and resilience and improves mental health and well-being.
- Outside lessons can take place any time after consultation and negotiation with colleagues. These may be additional sessions as there is plenty of equipment and space for two classes on the playground or grass.

- The Harmony Model Curriculum has been written in line with the new EYFS Framework and National Curriculum documents and is based on six half terms each consisting of six-eight weeks work. Each half term consists of a specific area of focus - either gymnastics, dance or games - and all include basic fundamental skills. Over the year an equal number of blocks are allocated to each of these three activities.
- Teachers and children are required to put equipment back in the correct place and to inform the PE Lead of any loss or damage.
- There is enough equipment for class and group lessons and this is stored in the PE store in the hall in a large trolley. There is a trolley of outdoor PE equipment for playtimes and lunchtimes - school Mini Leaders will support with this.
- Staff are required to wear a PE kit for all lessons e.g. T.shirt, plain jogging bottoms/shorts/leggings and suitable footwear. Wearing a sports kit is best practice in order to be a positive role model.
- Staff will make every effort not to deny a child's participation in break time or other physical activity as a form of sanction. There may be exceptional circumstances where this is not possible.

Teaching and Learning

An effective PE lesson will include the following:

- The Learning Objective shared and referred to throughout the lesson so that children can verbalise what they are learning.
- A clearly sequenced plan following the Inspire Curriculum.
- Lessons which provide children with the skills to complete a range of tasks focussing on fundamentals of movement including balance, agility and coordination.
- High quality teaching which will encompass good subject knowledge, clear modelling and high expectations for all.
- High quality dialogue and questioning from all stakeholders (teachers, teaching assistants and children).
- Children actively always involved in their learning.
- Children who are encouraged to work independently and collaboratively with a partner and/or group work.
- Continual assessment throughout the lesson which builds upon prior knowledge.
- Engaging resources appropriate to the lesson, this will include technology where possible.
- Differentiation planned throughout the lesson including the use of the Teaching Assistants for targeted support.
- Lessons that have a good pace and are pitched accordingly.
- Positive relationships between the adults and children to allow teachers to manage behaviour effectively using the school behaviour policy.

- Plenaries that are flexible, respond to the children's needs, revisit and consolidate learning objective, tackle misconceptions and provide the opportunity for all children to reflect on their learning.

Assessment and Reporting

Class teachers will monitor and record the progress of children's learning against the EYFS framework and requirements of the National Curriculum. This will be supported by outside agencies through our school partnership programmes. The curriculum and out of school hours learning programmes are monitored on an ongoing basis through formal and informal assessment processes.

Aspects that are monitored include:

- Progress and attainment in Physical Activity for children through teacher, peer and self-evaluation (supported by the use of iPads).
- The range of Physical Activity and OSHL opportunities offered.
- The number of links to clubs/activities within the community and the participation of children in these.
- The number of children walking, scooting or cycling to and from school.
- The number of professional development courses attended by staff.
- Reviewing schemes of work and programmes of activities.
- Teachers will assess children through Physical Literacy and if necessary a programme consisting of basic core strengthening sequences will be delivered through intervention groups.

This is continuous throughout the academic year.

Equal Opportunities and Inclusion

All children will have equal access to the physical education curriculum and a range of physical activities. These will reflect and address the cultural, personal, social and medical needs of all children. Teachers will adapt tasks and equipment to assist children's progress and will encourage them to reach their potential in all aspects of physical education.

Out of School Hours Learning (OSHL)

We believe that OSHL extends pupils opportunities for participation and supplement and complement the curriculum. A programme of lunchtime activities, led by outside agencies and Midday Supervisors is available and includes Mini Leaders schemes. The school offers

children in Reception and KS1 the opportunity to become involved in after school sports clubs throughout the year.

All after school sports clubs are delivered by qualified coaches from our partnership agencies and include a wide variety of activities. The emphasis is on participation and enjoyment and the opportunities are open to all children in the appropriate year group, regardless of ability.

Additional Physical Education Opportunities

In addition to the curriculum we also take part in the following activities:

- The Daily Mile
- Cycling (Cycle Derby)
- Competitions offered by our school partnership agencies.
- Annual Sports Day organised by the PE Lead.
- Whole school themed days/weeks delivered throughout the year focussing on Healthy Lifestyles. Specific time allocated to focus on promoting healthy lifestyles and raise awareness of Healthy Eating, Fire Safety, E Safety, Road Safety, Healthy Teeth, Heart and Bones and First Aid.

Health and Safety

- The school accepts responsibility to plan and carry out safe activities and to ensure this will do the following:
- The Principal will arrange an annual inspection of all large apparatus.
- The PE Lead will carry out regular equipment checks to ensure it is safe to use.
- The teachers will always teach safe use of equipment, insist on good practice and check to see if the environment is clear and free of hazards at the beginning of each lesson.
- Teachers will check that apparatus have been erected safely before allowing children to work on them.
- Children will be taught to be responsible for their own safety and that of others.
- Children will be taught about the importance of warming up and cooling down to safe guard against injury.
- During Indoor PE lessons children will wear a PE kit comprising of close fitting T-shirts, close fitting short-legged shorts and will participate in bare feet.
- During Outdoor lessons the same kit will be worn with the addition of pumps and a tracksuit on cold days. All clothing will be named and kept in a drawstring bag.
- Jewellery and watches will be removed for PE (including afterschool clubs). If children are unable to safely remove jewellery then this will be covered using tape/sweat bands where possible.
- Hair that is at least shoulder length will need to be tied back for PE.

Staff Professional Development

Training needs of all staff will be identified through performance management, audits and whole school improvement meetings. These will then be supported by in-service school courses (INSET), external courses, coaching and mentoring from an Advanced Skills Teacher, expertise of our own staff and other providers. Teaching Staff, Teaching Assistants, Midday Supervisors and Mini Leaders are involved in promoting, supporting or leading Physical Activity. Their continuing professional development is supported/funded by the PE & Sports Premium Budget.

Relevance to other related school policies/strategies:

- Academy Development Plan
- PSHE Policy
- Health & Safety Policy
- Teaching and Learning Policy