



A PE Policy Guide for the Early Years Foundation Stage

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CONTENTS

Topic	Page number
A whole school policy	3
Early Years Foundation Stage Background	4
Every Child Matters	4
EYFS Theme and principles	5
Principles into practice	6
Inclusion	7
Statutory Framework for EYFS	8
Learning and development requirements	9
Physical Development Education programme	10
Assessment arrangements	11
Writing your EYFS PE policy	12
Physical Development	13
Your own PE Policy	14
What is PE in the EYFS	15
Curriculum content	16
Effective physical development	17-18
Checklists	
Facilities	19
Equipment	20
Clothing	21
Safe Provision	22
What happens in an emergency?	23
Register and Report	24
Physical Education/and play	25

A whole school policy

The Primrose Early Years Foundation Stage policy guide is intended for use in schools which support nursery and/or reception classes.

When writing a policy statement it is important to consider everyone involved with your school. Is the Nursery Unit included in the Infant and Junior School decision-making process? Is the Reception Class considered to be an integral part of the Primary School? It is a good idea to involve all staff in policy making.

The Early Years Foundation Stage is a separate stage with its own curriculum and therefore it must prepare its own policy statement. However, in the belief that the foundation of all skill learning occurs in these very early stages of a child's life it is more helpful if everyone understands a basic philosophy and works towards the same objectives using the same rules. Close links with the whole school policies are highly desirable.

A common policy assists all concerned, groups such as parents and Governors need to be aware of:

- Why you do PE and what it is.
- How you ensure effective learning
- What you require to ensure effective teaching
- Curriculum content - what the Government Curriculum Development Agency (the QCDA) is expecting from your physical development programme
- Emergency procedures
- Recording & assessment

Make every effort to ensure that everyone appreciates the unique contribution that PE makes towards the education of the children of today. Enable each group to understand the range of physical activities that are desirable and why, and familiarize them with the exciting opportunities that can be provided by your school.

Consult all parties and dispel any fears, misunderstandings and ask how best you can prepare the youngest for participation in this exciting aspect of the curriculum. Explain the need for daily PE and the need to exercise regularly.

Let everyone feel that they own the policy and can contribute their ideas. Don't forget to review your policy regularly.

Early Years Foundation Stage Background

Every Child Matters

Every Child Matters (ECM), is a UK government initiative that was launched in 2003. ECM is now in place in all schools throughout the United Kingdom and it is the central goal of Every Child Matters to ensure every pupil is given the chance to be able to work towards the goals referenced within it.

ECM covers children and young people up to the age of 19.

The main goals of ECM are for every child, whatever their background or their circumstances, to have the support they need within the following five areas:

1. Be healthy
2. Stay safe
3. Enjoy and achieve
4. Make a positive contribution
5. Achieve economic well-being

Each of these goals has a detailed outcomes framework attached to it which may require multi-agency partnerships working together to achieve them including children's centres, early years, schools, children's social work services, primary and secondary health services, playwork, and Child and Adolescent Mental Health services (CAMHS).

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) brings together: Curriculum Guidance for the Foundation Stage (2000), the Birth to Three Matters (2002) framework and the National Standards for Under 8s Daycare and Childminding (2003), building a coherent and flexible approach to care and learning.

All providers are required to use the EYFS to ensure that whatever setting parents choose, they can be confident that their child will receive a quality experience that supports their development and learning.

EYFS Themes and principles

The EYFS is based around four themes, which give rise to four principles which are put into practice through four commitments for each principle.

The four EYFS Themes

- 1) A Unique Child
- 2) Positive Relationships
- 3) Enabling Environments
- 4) Learning and Development

The EYFS Themes link in one or more ways to each of the Every Child Matters outcomes:

The five ECM Outcomes

- 1) Being healthy;
- 2) Staying safe;
- 3) Enjoying and achieving;
- 4) Making a positive contribution;
- 5) Economic well-being.

Each EYFS theme is linked to an important Principle:

A Unique Child

Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

Positive Relationships

Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Enabling Environments

The environment plays a key role in supporting and extending children's development and learning.

Learning and Development

Children develop and learn in different ways and at different rates and all areas of Learning and Development are equally important and inter-connected.

Each EYFS Principle is put into practice with the guide of four Commitments as shown in the table on the following page.