

St Charles Catholic Primary School



Physical Education Policy

Date policy adopted by the SLT: Spring 2026
Date policy to be reviewed: Spring 2027

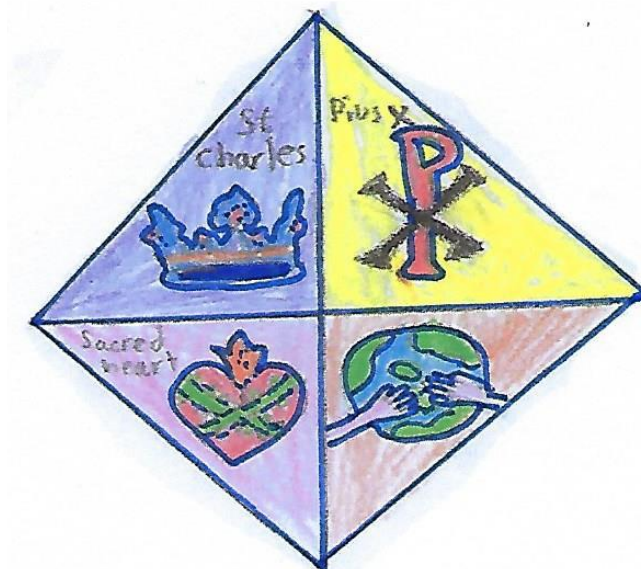
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St Charles Catholic Primary school

Our Mission Statement

✠ *Love God, Love your Neighbour* ✠



(Design by Claudia 5A - 2020)

Through God's love, and with guidance from the Holy Spirit, we, the Community of St Charles, share our Catholic faith together. We seek to nurture in our children an understanding of the importance of Christian values and a deep love and lifelong commitment to God.

We value the unique strengths and gifts of the children entrusted to us and strive to provide an excellent education, so that through our teaching the children may realise their full potential.

In partnership with our families, Governors and Parish, and inspired by our faith, we support the children of St Charles. We encourage them to shine, to have pride in their achievements, to show concern for others and contribute to society as responsible citizens.

Our Aims

- To appreciate that we are all uniquely created and loved by God.
- To deepen each child's understanding of the Catholic faith.
- To nurture in the children an understanding of Christian values and how these help shape our lives and the lives of others.
- To understand the importance of forgiveness and reconciliation.
- To work in partnership with parents and Parish to create a Christian atmosphere enriched through prayer.
- To provide an excellent education so children learn and achieve their potential.
- To respect and care for one another in a happy, welcoming and nurturing community.
- To ensure children care and respect others, develop an understanding of the world and contribute to society as responsible citizen

1. Purpose of Physical Education Policy

This policy outlines the school's approach to Physical Education, physical activity across the school day, inclusion and equal access, health and safety, safeguarding, assessment, curriculum progression and extra-curricular provision. It provides guidance for staff, pupils, parents, carers, governors, volunteers and external providers.

The policy ensures that all pupils receive high-quality physical education and opportunities to lead active and healthy lifestyles. It also supports the school's wider commitment to safeguarding, wellbeing, equality and personal development.

2. Curriculum Provision:

The importance of and reasons for teaching PE at the School.

PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics and (during the year 6 residential trip) outdoor adventure activities.

PE promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Children are taught to make informed choices about physical activity throughout their lives. At St. Charles, we promote living a healthy lifestyle through diet and physical activity. Through the selection of suitably differentiated and logically developed tasks, it is intended that pupils, irrespective of their innate ability, will enjoy success in PE and be motivated further to develop their individual potential.

3. The Aims of PE

At St Charles Catholic Primary School, we aim for all pupils to develop competence and confidence across a broad range of physical activities while becoming physically active for sustained periods of time. Through high-quality teaching and varied sporting experiences, pupils are encouraged to understand the importance of physical activity for both physical and mental wellbeing.

We seek to build resilience, teamwork, leadership and cooperation while also developing agility, balance and coordination. Our curriculum enables children to experience success and enjoyment in movement and sport, participate in both competitive and non-competitive activities and develop positive attitudes towards healthy lifestyles. Pupils are taught how to evaluate and improve their own performance and to participate safely and responsibly in physical activity so that they develop a lifelong love of movement and healthy living.

4. The Curriculum

Our PE curriculum is ambitious, inclusive and progressive. We provide a broad and balanced curriculum that enables pupils to acquire and develop fundamental movement skills, build physical confidence and apply their skills in increasingly challenging situations.

The curriculum is carefully sequenced to build knowledge and skills progressively from Early Years Foundation Stage through to Year 6. Lessons are planned to ensure progression, challenge and inclusion for all learners, enabling every child to succeed and achieve their personal best.

(a) Early Years Foundation Stage (EYFS)

In the EYFS children work to achieve goals as part of the Physical Development strand. These are set out in the Early Years Foundation stage profile handbook.

At St. Charles Physical Development is one of the prime areas of learning within the EYFS Framework. Children in EYFS are provided with rich opportunities to develop gross and fine motor skills, build core strength, balance and coordination and develop body awareness and control.

Provision includes indoor and outdoor continuous provision, structured PE sessions, fine motor activities, climbing and balancing opportunities and dance and movement activities. Children are encouraged to develop confidence, resilience and enjoyment through active play while also learning to use equipment safely and independently.

Nursery children are not expected to change for any physical activity. Accordingly, the children are expected to dress every day in a manner suitable for physical activity and the use of indoor and outdoor apparatus.

Reception children wear the correct PE kit (see below) with suitable footwear for the whole day of their PE lesson. It is imperative that all Reception children have suitable school shoes for making use of indoor and outdoor equipment throughout the year.

Objectives

In the physical development strand:

Moving and handling

Children need to:

- Show good control and coordination in large and small movements.
- Move confidently in a range of ways safely negotiating space.
- Handle equipment and tools effectively, including pencils for writing.

Health and self-care

Children need to:

- Know the importance for good health for physical exercise and a healthy diet.
- Talk about ways to keep healthy and safe.
- Manage their own basic hygiene and personal needs e.g. dressing themselves.

(b) Key Stage 1

In Key Stage 1, pupils develop fundamental movement skills and begin applying them in a range of activities. Pupils learn to master basic movements such as running, jumping, throwing and catching while developing agility, balance and coordination.

Children participate in team games, apply simple attacking and defending tactics and perform dances using simple movement patterns. Lessons also promote cooperation, communication and enjoyment of physical activity.

Objectives

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be 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.

(c) Key Stage 2

In Key Stage 2, pupils continue to apply and refine skills in a wider range of physical activities. They learn to use running, jumping, throwing and catching in isolation and in combination and apply these skills in competitive games and physical challenges.

Pupils develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics. They also take part in outdoor and adventurous activities, perform dances using a range of movement patterns and learn to compare and evaluate their performances in order to improve.

Objectives

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

In order to meet the statutory requirement, swimming instruction is offered to all children during Key Stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Swimming lessons are delivered by qualified instructors and supervised by school staff. The school tracks swimming attainment.

5. Scheme of Work

The curriculum planning in PE maps out the PE activities covered in each term during the key stage. The PE coordinator leader works this out in conjunction with teaching colleagues in each year group.

Our medium-term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. These are completed by the class teacher and are visible on their medium term plan. The subject leader keeps and reviews these plans.

Class teachers, and where appropriate the PE specialist, complete a short term plan for each PE lesson. These list the specific learning objectives for each lesson and give details of how the

lessons are to be taught. The class teacher keeps these and discusses them on an informal basis with the subject leader.

We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built in, so that the children are increasingly challenged as they move up through the school.

6. Adapted Planning

Adapted teaching is achieved through outcome as the class teacher adapts the lesson to each child's needs at the current time.

We are committed to ensuring that all pupils can access and enjoy PE and physical activity regardless of ability, background or individual need. At St Charles, all pupils are entitled to participate fully in PE lessons and wider physical activity opportunities. Lessons are adapted appropriately to meet individual needs and staff use adaptive teaching strategies to ensure all children can experience success.

Some pupils may require adapted equipment, modified tasks, additional adult support or alternative ways to demonstrate achievement. Staff work closely with the SENDCo and families where appropriate to ensure provision is inclusive and supportive.

7. Assessment

Teachers and coaches check the progress and achievement of children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons in the assessment record provided by the coordinator. At the end of a unit of work, teachers make a judgement on the level of progression the child has made using the indicators 'below, working towards, expected or greater depth'. They record the information on Arbor, and use the information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year. The subject lead monitors the Assessments for each year group and identifies any children who may need further intervention.

Approaches to assessment must be meaningful and embedded throughout a high quality physical education curriculum; which enables learners to make progress and improve their attainment. It is important that there is a child-centred approach, as physical education must be situated within a whole school approach to assessment and support a child's development across the whole curriculum.

For information on the Foundation stage, please refer to the Early Years Policy and appendix 1.

8. Health & Safety

- All teachers are responsible for safety in their own lessons and should therefore manage their environment to ensure health and safety in relation to both themselves and others, particularly by always checking that equipment is secure.
- Any equipment that is broken should be reported to the subject lead. PE equipment (such as climbing frames and apparatus) is checked every year by a qualified outside agency and the certificate of approval is displayed in the PE cupboard.
- All children need to become increasingly aware of safety and should be taught the importance of good discipline throughout a PE lesson. The teacher needs to ensure that all children, at all times, are listening and understand instructions accurately.
- Teachers should ensure that the children set up and put away apparatus and equipment that they have used carefully and following the health and safety regulations. The equipment should be stored in the appropriate, labelled place or where it was taken from. It is the responsibility of the teacher to ensure that all children know how to lift and move apparatus safely.
- Teachers should start their lessons with a short warm up (this warm up should consist of the skills being taught and developed in each lesson) and they should end their lessons with cool down activities. They must make sure that every child has warmed up and cooled down properly.
- Teachers should also help their children notice how, when they play a game, their bodies become warmer and their heart beats faster.
- Any children who are injured during an activity should be seen by the class teacher or teaching assistant and suitable first aid should be administered. A note to tell the parents should be written.
- If a child's injury is more severe or the class teacher has any concerns, the nearest first aider should be called for.
- If a child is not able to participate in PE due to medical reasons, a letter should be provided to explain their medical condition. A doctor's note may also be requested, especially for a long term medical condition. Without a letter the child will be expected to participate in PE.
- At the class teacher's discretion, any child who is not able to participate for any reason will be asked to sit and watch the lesson or may be left with another designated class.
- Children from year one and above should be shown how to take out and put away equipment safely.
- All class teachers should ensure that they have put all equipment back in the correct place. Pupils must be informed of the dangers and expectations in all PE lessons.

9. Dress

- Teachers must also wear suitable clothing as a model, to show children that appropriate clothing is needed for these activities. Teachers should be wearing appropriate footwear when teaching PE to enable them to move quickly without risk of slipping.

For pupils, the dress code is as follows:

Navy blue shorts or tracksuit bottoms
 White T-shirt or the St. Charles RC Primary School T-shirt
 Black plimsolls or trainers
 A St Charles cardigan or jumper (in cold weather outside)

The children attend school in their PE kit on their designated PE day.

If a child forgets their kit, the class teacher can decide whether they should watch the lesson and take part in a discussion, or take part in spare PE kit. Teachers need to consider carefully the child's safety before allowing them to participate. Children may take part in outdoor lessons if they have the correct footwear and may be asked to take part in indoor lessons- but must remove shoes and socks or tights. Children may **not take part in indoor gymnastics** lesson unless they are in the correct PE kit.

- For safety reasons it is **imperative** that the indoor dress code is followed for **gymnastic lessons**. Under no circumstances should children wear socks or tights on apparatus, as this can be potentially dangerous. Barefoot work is encouraged indoors but certain circumstances may dictate that footwear needs to be worn.
- Long hair must be tied back in all PE lessons.
- No jewellery should be worn.
- Children require a swimming costume or trunks and a towel for swimming lessons.
- All items of clothing should be clearly marked with the child's name.

10. Equal Opportunities/Inclusion/SEND

At St. Charles, we teach PE to all children, whatever their ability and regardless of any disability. PE forms part of the School curriculum policy to provide a broad and balanced education to all children. Through our PE teaching, we provide learning opportunities that enable all pupils to make progress. PE lessons will be adapted to meet the needs of all pupils including those with Special Educational Needs and Disabilities. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expectations.

We enable pupils to have access to the full range of activities involved in learning PE and all other physical activities across the school day. Where children are able to participate in activities outside the School, for example, a sports event at another school, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Where possible, enrichment opportunities, such as interschool competitions or contests, will be made available to these children who are demonstrating a great ability in any particular area.

11. Extra-curricular activities

At St. Charles, we see extra-curricular physical activities as an important extension to the curriculum. We ensure that children receive 2 hours of high quality PE, including structured lunchtime activities and a wide range of afterschool activities. Afterschool clubs can include: dance, tennis, football and multi-sports. These after school clubs are supervised and run by professional coaches, whilst a member of staff from the School remains on site during these activities in case of emergency.

The expectations of children's behaviour remain the same when they are working with outside agencies. If the behaviour is not of adequate standard, the co-ordinator (or another member of staff if the co-ordinator is not available) will be called and the child will be removed from the after school club. The child will then be given a warning letter to be taken home. If the child's behaviour continues to be unacceptable after two warning letters, they will be asked to leave the club with no refund given.

12. Competitions

The National Curriculum and the physical activity guidelines highlight the importance of children participating in competitive games as this helps to build character, develops ideals of good sportsmanship and allows children to cope with disappointment and to be good losers. We will continue to develop a programme of competitions both in school and outside.

(a) Intra School Competition

During school time the PE specialists will be responsible for ensuring each class is given adequate opportunities to take part in competitions against others. This is called intra school competition. The PE specialist will ensure that the groups competing stay the same (such as table groups) for each competition. A record should be kept of how often opportunities are given for intra school competition.

(b) Inter School Competition

St Charles takes part in borough run competitions (inter-school competition). These are selected by the PE Specialist in consultation with the PE lead and discussed with the head and class teacher. These will be during curriculum time and after school. The responsible adult (class teacher, PE Specialist or lead) must ensure they have the correct ratio of adults before leaving for a competition and ensure their first aid kit is appropriate for all PE activities. Every first aid kit for PE competitions must have a pressure bandages which can be obtained from the first aid cupboard in the staff room and must be placed back there.

The PE Specialist is responsible for liaising with the PE lead and class teacher for any competitions that take place out of curriculum time and will liaise with the head teacher and any additional adults required.

13. Holiday Provision

To prevent a drop in physical activity levels across the school holidays, we signpost parents/carers and families to local clubs and holiday activities.

14. Resources

There is a wide range of resources to support the teaching of PE and physical activities across the school. We keep most of our equipment in the PE cupboard. The cupboard also contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By doing so, the children learn to handle equipment safely.

The local swimming pool is used for swimming lessons which are taught by external swimming coaches.

Specialist PE coaches support staff in delivering specialist teaching to each class in KS2, KS1 and Early Years Foundation Stage. The objectives of these lessons are in line with the objectives set out in the National Curriculum. It is the class teacher's responsibility to liaise with PE specialists about the objectives that are being taught and to ensure appropriate supervision arrangements are in place. Ultimately, the responsibility for the teaching of PE remains with the school staff. PE specialists are employed to support staff professional development and to allow pupils to benefit from more specialised teaching. However, these lessons must only take place with a member of school staff present and supervising. The member of staff present remains responsible for the class and for pupil behaviour and safety.

15. Use of External Services

It is the school's responsibility for ensuring that all professionals, coaches or other adults from external sources are DBS checked. No children should be left alone with anyone who has not been appropriately DBS checked.

The PE lead and their PE specialist contact will ensure that any adults they invite into the school are DBS checked and that their DBS numbers are recorded by the school office. Every professional should also provide the school with adequate knowledge of their qualification and references.

All external individuals should be given a full induction. During this, they should be made aware of safeguarding procedures, as well as being shown where the PE resources are kept and the procedures the school uses to ensure these resources are used effectively and safely.

Expectations in relation to children's behaviour remain the same when they are working with outside agencies. A member of school staff must be present when the class is being taught by an outside agency at all times unless otherwise instructed by the head, deputy or PE lead. Any

incident should be reported to the class teacher. The class teacher should then inform the PE lead and if needed report to parents and or the head and assistant head.

It is the class teacher's responsibility to ensure that they have obtained a risk assessment from external facilities and that they have produced a risk assessment examining any risks that may arise during an external visit. This includes the risks of travelling to and from a location. No children should be left unattended during outside visits. Teachers must also ensure that they have the correct ratio of adults to children. All precautions have been taken in accordance with our school expectations to ensure safety at all times.

16. The Role of the Curriculum Lead

- To liaise with PE specialists over the delivery of PE teaching in the school.
- To be responsible for the management of resources.
- To keep informed of new developments in the subject and report to staff.
- To support, encourage, advise and inform members of staff about all aspects on physical activity provision.
- To report new developments and discuss with the SLT and governors.
- To ensure that equipment is given a safety check every second year.
- To order any new resources within the PE budget.
- To apply for and use the PE budget to meet the school action plan
- To check the medium term plans
- To observe, monitor and give feed back every second year.
- To review the PE policy every 3 years
- To ensure that the PE timetable is available and that all classes have two hours of high quality PE. One indoor slot and one outdoor slot.
- Arrange sports days.
- Ensure all coaches are DBS checked.
- Risks are assessed for everyday activities are made periodically by the school's health and safety officer.
- Risk assessment for off-site activities.
- To monitor, evaluate and report on the impact of the PE and Sports Premium funding, ensuring it is used effectively to improve the quality of PE, school sport and physical activity across the school.

17. Monitoring and Evaluating this Policy

This policy will be monitored and reviewed by the PE lead and SLT every three years.

Copies of the policy are shared with governors and staff, and parents have access to it on the school website.

Date of Implementation: **Summer 2026**

Date of next Review: **Summer 2029**

Appendix 1

2. Physical development

The tables below set out what you should be observing a child doing at each stage, if they are developing typically for their age.

Moving and handling

Age	Typical behaviour
Birth to 11 months	• Turns head in response to sounds and sights. • Gradually develops ability to hold up own head. • Makes movements with arms and legs which gradually become more controlled. • Rolls over from front to back, from back to front. • When lying on tummy becomes able to lift first head and then chest, supporting self with forearms and then straight arms. • Watches and explores hands and feet, e.g. when lying on back lifts legs into vertical position and grasps feet. • Reaches out for, touches and begins to hold objects. • Explores objects with mouth, often picking up an object and holding it to the mouth.
8 to 20 months	• Sits unsupported on the floor. • When sitting, can lean forward to pick up small toys. • Pulls to standing, holding on to furniture or person for support. • Crawls, bottom shuffles or rolls continuously to move around. • Walks around furniture lifting one foot and stepping sideways (cruising), and walks with one or both hands held by adult. • Takes first few steps independently. • Passes toys from one hand to the other. • Holds an object in each hand and brings them together in the middle, e.g. holds two blocks and bangs them together. • Picks up small objects between thumb and fingers. • Enjoys the sensory experience of making marks in damp sand, paste or paint. • Holds pen or crayon using a whole hand (palmar) grasp and makes random marks with different strokes.

16 to 26 months	• Walks upstairs holding hand of adult. • Comes downstairs backwards on knees (crawling). • Beginning to balance blocks to build a small tower. • Makes connections between their movement and the marks they make.
22 to 36 months	• Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools. • Imitates drawing simple shapes such as circles and lines. • Walks upstairs or downstairs holding onto a rail two feet to a step. • May be beginning to show preference for dominant hand.
30 to 50 months	• Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. • Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb

40 to 60+ months	and uses it with good control. • Can copy some letters, e.g. letters from their name. • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines. • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.
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Early learning goal – moving and handling

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care

Age	Typical behaviour
Birth to 11 months	• Responds to and thrives on warm, sensitive physical contact and care. • Expresses discomfort, hunger or thirst. • Anticipates food routines with interest.
8 to 20 months	• Opens mouth for spoon. • Holds own bottle or cup. • Grasps finger foods and brings them to mouth. • Attempts to use spoon: can guide towards mouth but food often falls off. • Can actively cooperate with nappy changing (lies still, helps hold legs up). • Starts to communicate urination, bowel movement.
16 to 26 months	• Develops own likes and dislikes in food and drink. • Willing to try new food textures and tastes. • Holds cup with both hands and drinks without much spilling. • Clearly communicates wet or soiled nappy or pants. • Shows some awareness of bladder and bowel urges. • Shows awareness of what a potty or toilet is used for. • Shows a desire to help with dressing/undressing and hygiene routines.
22 to 36 months	• Feeds self competently with spoon. • Drinks well without spilling. • Clearly communicates their need for potty or toilet. • Beginning to recognise danger and seeks support of significant adults for help. • Helps with clothing, e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. • Beginning to be independent in self-care, but still often needs adult support.

30 to 50 months	• Can tell adults when hungry or tired or when they want to rest or play. • Observes the effects of activity on their bodies. • Understands that equipment and tools have to be used safely. • Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. • Can usually manage washing and drying hands. • Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.
40 to 60+ months	• Eats a healthy range of foodstuffs and understands need for variety in food. • Usually dry and clean during the day. • Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision.

Early learning goal – health and self-care

Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.