



# Sheldwich Primary School

## Policy for Physical Activity

### Rationale

Physical activity is a unique process of learning. It develops the pupils' knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical endeavours. It educates pupils in the knowledge of their own bodies through supporting them to develop more efficient and effective ways of using it. Pupils will be encouraged to evaluate and refine their own skills, selecting and applying them when most appropriate. Physical Education, and physical activity throughout the school, actively promotes positive attitudes towards a healthy lifestyle.

We aim to enable children to become physically educated by giving them the opportunity to:

- develop physical and cognitive competence and confidence in the skills of planning, Performing and evaluating movement;
- promote physical activity and a healthy lifestyle;
- develop positive attitudes;
- ensure safe practice;
- develop problem solving skills and interpersonal skills which will have a much wider application through both timetabled Physical Education and the Out of School Hours Learning Programme.

### Objectives

The objectives, derived from the aims, will guide us in planning schemes of work and will form the basis for assessment of pupils and evaluation of the policy.

#### **Develop physical and cognitive competence and confidence in the skills of planning, performing and evaluating by:**

- knowing about factors which influence efficient and effective performance;
- knowing how to improve their own performance and that of others by engaging in the continual process of reflection, selection, refinement, adaptation and evaluation;
- practicing and consolidating movement concepts and motor skills in dance, games and gymnastics. During Key Stage 1 and 2 pupils will experience swimming, athletic activities and outdoor and adventurous activities in addition to the core program.

#### **Promote physical activity and a healthy lifestyle by:**

- understanding the effects of exercise on the body;
- selecting and engaging in regular physical activity;
- being aware of opportunities in local clubs and the community which cater for primary age children;
- displaying and promoting outside sporting clubs for primary age children.

#### **Develop positive attitudes by:**

- exhibiting such personal qualities as perseverance, self worth, well being and humility;
- understanding and showing appreciation of fair play and good team-work;
- highlighting and implementing the School Games values.

#### **Ensure safe practice by:**

- understanding the importance of routine procedures and factors which effect safety;
- appreciating the principles of safe practice and taking responsibility for personal safe practice.

**Develop problem solving skills and interpersonal skills which will have a much wider application by:**

- working collaboratively as individuals, pairs and members of a group in solving problems;
- expressing independent opinions;
- expressing interest, enjoyment, motivation and enthusiasm for physical activity.

## **Principles of Teaching and Learning**

### **Entitlement**

- It is the government's target to increase the percentage of school children who spend a minimum of two hours each week on high quality Physical Education and school sport, within and beyond the curriculum. With each class being timetabled for two hours, or more, of high quality Physical Education, Sheldwich Primary School is already meeting this target. To develop this even further, pupils are encouraged to take part in a range of regular intra- and inter-school tournaments as well as a variety of extra-curricular Physical Activity clubs.

### **Breadth and balance**

The National Curriculum Physical Education Orders are the basis of our Physical Education programme.

- We encourage the physical development of our pupils in the reception class as an integral part of their work. As the Reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the pupils 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 pupils to develop confidence and control of the way they move, and the way they handle tools and equipment, and approach P.E. in a more holistic way. We give all pupils the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.
- During Key Stage 1, pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experimenting, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations. At Key Stage 1, aims will be achieved through dance, games and gymnastic activities with the additional programme of swimming during Year 2.
- During Key Stage 2 pupils enjoy being active and using their creativity and imagination in Physical Education. They learn new skills, find out how to use them in different ways, and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success. At Key Stage 2 the core programme of dance, games and gymnastic activities will continue on a regular, linear basis with the additional programmes of athletic activities, outdoor and adventurous activities and swimming during Year 4.

We plan P.E. activities so that they build upon the prior learning of the pupils. While there are opportunities for pupils of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the pupils are increasingly challenged as they move up through the school. Account will also be taken of the range of learning styles that are likely to be evident in any one class. Opportunities will be provided and activities selected to allow for such a variety. Teachers will address the need for creative, interpretative, imaginative, social, cultural, aesthetic, moral and physical skills to be practised and mastered. The programme will also include a variety of team and individual, cooperative and competitive activities, which when taught and organised well will allow pupils to work and play together for the mutual benefit of all.

### **Relevance**

- In order to ensure relevance, activities will be selected that relate to the pupils' experiences, interests, age, preferences, needs and abilities and will be related to the community in which they live.

### **Cross-curricular skills and links**

- Physical education offers an added dimension to the whole school curriculum and the wider life of the school. For example, Physical Education can contribute to health education, citizenship, English, Mathematics and Personal and Social Education. The dance element of Physical Education will also enrich, complement and intensify experiences within the Arts curriculum.

- Teachers will give pupils opportunities to use ICT to support and develop their learning, data handling, research and retrieval skills.

### **Differentiation and special needs**

- When planning and selecting teaching styles, tasks and resources, teachers will take into account the needs of all pupils in terms of abilities and stages of development.
- Pupils with special educational needs will be entitled to the same access to physical education as their peers.
- In planning lessons teachers will identify challenge for all pupils, modifying and adapting the task and/or equipment to include the least able child and stretch the most able.
- Teachers will liaise with the SENCO and additional adult support will be sought if needed.
- Exceeding pupils will be challenged within the P.E. lessons. Pupils will have the opportunity to represent the school in inter-school competitions.

### **Equal opportunities**

- All pupils regardless of race, gender, ability, social origins or size are entitled to be included and be successful in physical education. All pupils have equal opportunity in respect of curriculum balance, curriculum time, extra curricular involvement and use of resources and facilities.
- Our policy is to enable all our pupils to experience success, not failure. Sensitive and informed grouping of pupils will ensure all pupils will contribute, be active, be physically involved and be challenged appropriately. Resources are appropriate for the range of abilities.

### **Out of School Hours Learning**

- The school provides a range of P.E. related activities for pupils at the beginning, middle and the end of the school day. The OSHL programme will extend the current P.E. curriculum and enrich the pupils' opportunities to further develop their skills in a range of the activity areas.
- The OSHL clubs are run by members of the school staff or qualified helpers who will be fully inducted by a senior member of staff.
- The school sends details of the current club activities to parents at the beginning of term 1, 3 and 5. Registers will be taken at all OSHL clubs, it is the responsibility of the parents/guardians to make suitable arrangements for the pupils to return home after the OSHL club.
- The school also plays regular fixtures against other local schools. This introduces a competitive element to team games and allows the pupils to put into practise the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our pupils. All school achievements will be celebrated in our achievement assemblies, on our P.E. notice boards and school website – pupils will also be able to find out about local clubs where they can continue to participate in a community setting.

### **Health and safety**

- All staff are expected to work to accepted codes of safe practice as identified in 'Safe practice in P.E.' Association for PE (2020) and LEA guidelines.
- It is essential that pupils are taught essential life skills to enable them to participate safely and confidently in physical activity. Pupils are expected to work in a safe manner and be aware of what this means.
- All teachers will plan their work with the safety of pupils in mind. The Physical Education coordinator will support the teacher, Headteacher and governors when they take a risk assessment of activities and plan INSET for teachers if needed.

### **Changing**

- All children are required to change into an appropriate P.E. Kit in order to take part in Physical Education (see below for details).
- All pupils will change in the classroom and will be supervised by the classroom teacher. In years 5 and 6, boys and girls will get changed in separate areas.

## **P.E Kit**

All children are required to own and have at school a suitable indoor P.E. Kit and an Outdoor P.E. Kit:

- Indoor P.E. Kit – blue shorts, yellow polo shirt, socks, a pair of plimsolls (plimsolls not to be worn during gymnastic activities)
- Outdoor P.E. Kit – blue jogging bottoms or equivalent, yellow polo shirt, blue jumper, socks, a pair of trainers (plimsolls not to be worn outside)
- Hair – Hair that is able to be tied needs to be tied back during P.E. lessons. Any hair ties/bobbles that may cause harm to the pupil's head need to be removed before any activity takes place.
- Jewellery – No jewellery is to be worn during P.E. lessons. Earrings should not be worn during P.E. and it is the responsibility of the pupil to remove their own earrings. Classroom teachers are not permitted to remove a pupil's earrings or apply tape to a pupil's ears. If a pupil is considering having their ears pierced, they should be encouraged to have them done at the beginning of the Summer holiday allowing them enough time to heal before the onset of the new school year. If, however, they are pierced in term time, tape must be worn over the earrings (some will be held in the office) for P.E. lessons until they are able to be removed, usually after six weeks. It is the child's responsibility to apply the tape.

Parents/guardians should be informed at the start of the year the days that P.E. occurs and it is their responsibility to make sure their child is suitably dressed.

## **Assessment recording and reporting**

- Opportunities for assessment will be identified during planning and pupils will receive ongoing teacher assessment. These assessments will be directly related to learning objectives and will be recorded in teachers' daybooks.
- Information will be shared with pupils, teachers and parents in written and oral form.

## **Management and administration**

- Wn annual meeting will be held in the Autumn term to review the needs of physical education. Research, personal development and training needs of staff will be discussed. The Physical Education Coordinator will organise and lead these meetings and arrange training where required.

## **Role of the Subject Coordinator**

The overall role of the Physical Education Coordinator is:

- To ensure high quality teaching and learning of P.E. and school sport throughout the school.
- To manage the development and delivery of a P.E. and out-of-school-hours sport programme within the school, complementing overall school development.
- Share good practice in P.E. and sport in school and with other schools.
- Develop and increase sporting links with other local schools.
- Ensure that ALL young people are included in the school's P.E. and sport programme.
- Liaise with Headteacher to discuss how Government sports premium funding is spent.

## **Resourcing**

- Funding for Physical Education will be allocated from the school budget plan for each financial year. This will include the Sports Premium Funding from the Government. Projected needs reflect consideration of the development of physical education.
- Equipment is easily accessible and regularly checked and maintained. Resources are stored safely and securely. This is planned by the subject coordinator. Any shortages, breakages or damage will be reported immediately to the physical education subject coordinator and taken out of use if presenting a danger.

## **Review**

- The Physical Education coordinator will monitor Physical Education teaching in all year groups throughout the year.
- The effectiveness of the physical education curriculum will be evaluated in discussions with the Headteacher and the Physical Education coordinator.
- Resources, teaching methods and needs should be identified and priorities for inservice support and/or external review should be established.
- This evaluation will form the basis for an action plan which will inform the school development plan.

This policy has been reviewed in line with the Single Equality Scheme and may have the potential to have a positive impact on equality, by reducing and removing inequalities and barriers that may exist.

***Reviewed by RF: January 2021***

***To be reviewed: May 2023***