

POLICY FOR PHYSICAL ACTIVITY (INCLUDING PHYSICAL EDUCATION)



“Show me your way, Lord teach me your paths.” Psalms (25.4)

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1. Overview

Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

FUNDING

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer.

We use the premium to:

- Develop and add to the PE and sport activities that we already offer;
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.
- Run booster swimming sessions to enable all pupils to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and to perform safe self-rescue in different water-based situations by the end of Year 6.

There are 5 key indicators that we should expect to see improvement across:

- The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school;
- The profile of PE and sport is raised across the school as a tool for whole-school improvement;
- Increased confidence, knowledge and skills of all staff in teaching PE and sport;
- Broader experience of a range of sports and activities offered to all pupils;
- Increased participation in competitive sport.

As part of the funding criteria we are required to publish details (on our website) of how we plan to spend the monies and a review of the impact on pupil outcomes.

2. Policy Statement

The school believes that physical education and associated physical activities are unique and vital contributors to a person's physical, emotional and mental health. When experienced in a safe and supportive environment they develop physical, personal, social, creative and cognitive skills and foster co-operation, tolerance and self-esteem. They provide all pupils and the wider school community, irrespective of age, gender, diversity or ability, opportunities for participation, enjoyment and success, introducing them to the pleasures of physical activity and the importance of a healthy lifestyle. They provide creative, competitive and challenging opportunities for individuals, groups and teams. High quality physical activity contributes positively towards the raising of whole school standards.

Almondsbury C of E Primary School is committed to increasing the participation rates, activity and fitness levels of the whole school community through the provision of a safe, supportive environment, conducive to the promotion of physical activity.

A broad and balanced PE curriculum is provided to ensure that pupils develop fundamental skills and confidence in their ability to manage themselves and their bodies within a variety of movement situations. The curriculum includes dance, gymnastics, games, athletics, swimming and water safety and outdoor and adventurous activities including Forest skills.

The school also provides a diverse range of extra-curricular enrichment and extension activities and clear routes to community sports clubs

3. Aims

3.1 Physical Activity

- To maintain a high profile for 'being healthy' in all aspects of school life.
- To establish an "active school" ethos and environment which will increase participation rates, activity levels and promote health within and outside the curriculum for all members of the school community.
- To provide links to Mental Health and Healthy Schools.
- To offer a broad and balanced activity programme which is inclusive to all pupils.

3.2 Physical Education

Almondsbury C of E Primary School's aims for Physical Education are intended to support the four core strands of learning (acquiring and developing, selecting and applying, knowledge and understanding, improving and evaluating) whilst developing an awareness of safety principles and providing a variety of opportunities for pupils to develop social skills.

The aims of Physical Education are:

- To enable children to explore and develop skills, enhancing their ability to select, apply and perform with increasing control, co-ordination and fluency.

- To develop an understanding of the effects of exercise on the body and mental health and the health and fitness benefits of regular exercise.
- To provide appropriate, challenging activities and opportunities to perform or compete for all pupils, across the entire ability spectrum.
- To increase participation in physical activity across the whole spectrum of curricular and extra-curricular activities.
- To develop the ability to work independently, and to 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.
- To promote individuality and creativity, developing pupils' capacity to express creative ideas and appreciation of aesthetic qualities of movements.
- To create a learning environment, in which learning and participation are positive experiences.
- To develop an appreciation of the conventions of fair play, honest competition, etiquette and sportsmanship.
- To create a culture in which success is celebrated, pupils take pride in personal achievement and in the success of others.
- To develop personal confidence and give children experience of leadership, of working with others and of coping with success and failure.
- To encourage an enjoyment of sport and physical activity, which establishes a foundation for life- long participation in physical activity and healthy lifestyle choices.
- To develop links with other organisations, Council departments, schools/sports colleges, community clubs in order to enhance and extend pupils' learning and maximise the opportunities and experiences available to them.

4. Promoting Key Skills Through Physical Activity

Physical activity provides opportunities for pupils to develop the key skills of:

- Communication – through promoting verbal and non-verbal communication skills when explaining what they intend to do, giving verbal and written feedback to others, planning and organising group or team work, giving instructions and signals in a game, using gesture in dance.
- Application of number – through collecting and analysing data, measuring distances, understanding and using grid references, recording pulse rates, using stopwatches, etc.
- IT – through collecting and interpreting data to evaluate performance, using video and digital cameras to record, analyse and evaluate performance.
- Working with others – through taking on a variety of roles in groups and teams and by observing rules and conventions when competing against others.
- Improving own learning and performance – through recognising what they do well and what they need to improve, helping them to observe a good performance and to imitate it and developing the confidence to try something new.
- Problem Solving – through recognising the nature of a task, thinking of ways to solve it and changing the approach as the need arises.

5. The Physical Education Curriculum

5.1 Provision

Almondsbury C of E Primary School provides all pupils with a minimum of 2 hours a week, high quality Physical Education and School Sport.

5.2 Teaching and Learning

All staff aim to provide high quality teaching and learning using a variety of inclusive styles within lessons in order to engage all pupils and raise standards of achievement. Planned activities may be for the whole class, groups or individuals. Teachers draw attention to examples of good performance as models for the other pupils, and encourage pupils to evaluate their own work as well as the work of others. Within lessons pupils are given opportunities to be creative, co-operative and competitive and they work with a wide range of resources.

The school aims to provide inclusive opportunities, providing suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. (See Section 6.3 – Differentiation.)

5.3 Scheme of Work / PE Curriculum Planning

Almondsbury C of E Primary School follows the RealPE programme throughout the school, as well as using additional resources, adaptations and opportunities to support and enhance the curriculum.

We teach dance, games and gymnastics at KS1. In KS2 we teach dance, games and gymnastics throughout the four years as well as athletics and outdoor and adventurous activities. Swimming and water safety are taught in Years 3 and 4

Curriculum planning is carried out in three phases (long, medium and short term).

The long-term planning maps out the PE activities covered in each term by each class and year group. The PE Co-ordinator works in conjunction with teaching colleagues in each year group, to ensure correct time allocation to each area of activity and optimum use of expertise, resources and facilities.

Using the RealPE online platform, the medium-term plans give details of each unit of work. They define what is taught and ensure appropriate distribution of work across each term. The short-term plans list the specific objectives for each lesson and give details of how the lessons are to be taught. Their implementation is the responsibility of the class teachers in conjunction with the subject leader.

PE activities are planned so that they build upon the prior learning of the children. There are opportunities to develop the skills, knowledge and understanding of all children, and planned progression built into the Scheme of Work, so that they are diverse, inclusive and children are increasingly challenged as they progress through the school.

5.4 The Foundation Stage

We encourage the physical development of our children in the Foundation Stage as an integral part of their learning. 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 3 to 5 years.

We encourage the children to develop confidence and control in the way they move and the way they handle tools and equipment including fine motor skills in supporting

the development of handwriting. We give all the 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.

6. Equal Opportunities and Inclusion

At Almondsbury C of E Primary School we teach PE to all children, whatever their ability. PE forms part of the school curriculum policy providing a broad and balanced curriculum to all children. Through high quality PE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting appropriate learning goals and responding to each child's individual needs.

Please refer to the schools Equal Opportunities and Inclusion Policies.

6.1 SEN and Medical Conditions

School staff working with a pupil with SEN must know:

- The nature of the child's learning problem, disability, emotional or behavioural disorder.
- Any constraints on physical activity as a result of the disability or of any required medication.
- Any PE specific targets.
- Specific action in the case of an accident/incident for a particular pupil

6.2 Use of Support Agencies and Specialist Experts

Almondsbury C of E Primary School endeavours to make full use of support agencies and specialist experts in order to support the teaching and learning of pupils with special educational needs and to extend the range of provision available to these pupils. All staff working with pupils with special educational needs are actively encouraged to attend any relevant courses/workshops for their own continued professional development and to meet the needs of their pupils in PE.

6.3 Differentiation

In order to fulfil their potential in PE, every pupil needs to be presented with tasks that are closely matched to their ability level and provide opportunities for them to be 'challenged'. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results, eg timed events, such as an 80m sprint or creating a dance motif for a piece of music.
- Setting tasks of increasing difficulty where not all children complete all tasks eg distance swimming.
- Grouping children by ability and setting different tasks for each group, eg different games.
- Providing a range of challenge through the provision of different resources, eg different sized balls and bats/sticks.
- Providing opportunities for children to take on different roles, eg performer, referee, coach, scorer, timekeeper, choreographer etc.

6.4 Gifted and Talented Pupils

Pupils who are identified on the RealPE online assessment tool, are monitored in accordance with the Gifted and Talented Policy.

Whenever possible, extension and leadership activities are provided in lessons and, if appropriate, the pupil is encouraged to join an extra-curricular club, are signposted to join a Community Sports Club and encouraged to try out for relevant development squads. The school will endeavour to support the pupil by working closely with other appropriate adults (parents/carers, coach, mentor).

7. Assessment, Monitoring and Reporting

7.1 Assessment

Summative and formative assessment in PE is carried out by class teachers:

- Pupils are encouraged to reflect and self-assess within lessons, using the RealPE programme colour banding that measures the development of their fundamental skills. This helps them to recognise areas that they need to work on, their achievements and to identify their next steps as well as giving them a sense of ownership over their own progress.
- Teachers complete baseline assessments of pupil's fundamental movement skills at the beginning of each year. Using the RealPE online assessment tool, pupils progress is reviewed at the end of each unit of work to show the children's attainment and progress building on from their baseline assessment.
- Teachers also use the RealPE online assessment tool to review progress in the pupil's Multi-ability skills e.g, personal, social, cognitive, creative, physical and health and fitness skills.
- These assessments are used to inform future planning, assist in reporting to the parents and passed on to the following years class teacher.

Use of ICT

ICT is used as an integral part of the PE curriculum to enhance and support learning and to assess and record performance, progression and achievement. All staff have access to a range of resources such as ipads, videos, interactive whiteboards. Pupils are also encouraged to use ICT equipment in order to record and evaluate each others performance.

Please refer to afPE Safe Practice in Physical Education & School Sport, – Safeguarding Children and Young People.

7.2 Monitoring and Evaluation

The monitoring of the standards of children's work and of the quality of teaching and learning in PE is the responsibility of the school staff with the support of the PE coordinator. The work of the co-ordinator involves supporting colleagues in the teaching of PE, being informed about current developments in the subject including CPD opportunities and providing a strategic lead and direction for the subject in the school.

Every member of staff responsible for teaching physical education works alongside the PE coordinator to identify and develop their confidence and skills in teaching all aspects of the PE curriculum. Other methods of monitoring and evaluation are pupil conferencing and lesson observations. Where possible support is provided through CPD and sharing good practice.

The PE co-ordinator is responsible for monitoring termly plans throughout the school, ensuring the balance and breadth of the curriculum and the continuity and progression of the subject from Reception to Year 6.

7.3 Reporting

Teachers pass on information about the children to their new class teacher at the end of the academic year. Teachers also report to the parents in parents meetings and in the children's end of year reports.

Those children with special educational needs and those who are recognised as being talented in PE are identified on the online assessment tool used by teachers in lessons for ongoing assessment of fundamental movement skills. A record is also kept of every child's participation in additional physically active through after school and out of school clubs.

8. Health and Safety/Safe Practice

Almondsbury C of E Primary School follows the South Gloucestershire safety procedures (as adopted from 'Safe Practice in Physical Education' published by afPE). The afPE manual is located on the PE cupboard.

The school uses the South Gloucestershire School Swimming Guidance Pack for specific information/guidance on swimming. This is located on the PE cupboard.

It is the responsibility of the Senior Management Team, the Health and Safety Co-ordinator in conjunction with the PE co-ordinator to carry out risk assessments for all major PE events, offsite activities, equipment etc. (Refer to afPE Safe Practice in Physical Education & School Sport for guidance.)

8.1 Safety Routines Within Lessons

- Before commencing a lesson, all staff must conduct a risk assessment (a visual observation to assess any potential hazards or risks) ensuring the environment/equipment is safe to use. Whenever possible pupils should be included in this process in order to develop their knowledge and understanding of safe practice in PE and Sport.
- Any defects/risks identified must be reported to the Head teacher, the office staff and the PE coordinator. Defective equipment should be removed immediately from use and clearly labelled 'Dangerous – Do not use'.
- Where the teaching space is also a dining area it is the responsibility of the catering staff to ensure that the floor is dry or, if wet, that the wet area is clearly marked.
- The safety of the children must be uppermost in the teacher's mind at all times, thus firm discipline is essential. Staff must be familiar with the apparatus and the abilities of the children. All teachers, coaches, pupils, etc must be familiar with them and follow them.
- Every PE lesson should include a warm-up activity and cool down that is tailored to the current fitness levels/needs of individuals in the group and the demands of the session.

8.2 Activity Specific Safety Guidelines

Different activities have varying safety requirements; see Appendix 1 for activity specific details.

8.3 Kit

All parents are informed of the dress requirements for PE. If a child forgets to bring in their PE kit, initially the children are offered alternative kit or given an alternative role in the lesson. If a child persistently fails to bring PE kit the parents are contacted.

8.4 Personal Protective Equipment

Refer to the afPE 'Safe Practice in PE & School Sport' manual for sport specific guidelines.

However:- **FOOTBALL & HOCKEY** – Shin pads must be worn in competitive situations in both football and hockey (both inter and intra). Although not compulsory, it is good practice to wear mouth guards in invasion games such as hockey.

8.5 Jewellery

All jewellery, watches and piercings must be removed for PE lessons and extra-curricular activities. If, for health or religious reasons, jewellery cannot be removed (eg SOS Medic-Alert items) then suitable tape should cover the item. In the case of newly pierced ears, 'stud' earrings only may be taped until the earrings can be safely removed. (Members of staff must not remove a child's earrings for them.) Pupils are responsible for their own jewellery/property at all times, therefore, the school recommends that pupils do not wear any jewellery to school on days when they have PE.

8.6 Long Hair

Any pupil whose hair is long enough to obstruct their vision must tie their hair back securely before participating in any physical activity. Anything that could fall out or cause injury (hard slides/hair bands) should not be used.

8.7 Staffing Levels for Off Site Activities including Fixtures

For all off site activities including fixtures, Almondsbury C of E Primary School follows the DFE guidelines on minimum levels of supervision for most year groups.

Reception age	- 1 competent adult to 4 pupils
Years 1 to 3	- 1 competent adult to 6 pupils
Years 4 to 6	- 1 competent adult to 8 children. (DFE guidelines require 1 to 15)

8.8 Consent for Out of School Hours Learning Activities and Fixtures

Written consent must be obtained from parent/carers for all pupils participating in OSHL and off-site activities.

8.9 Procedures in the Case of an Accident

In the case of an accident or medical emergency all staff/ASLs should follow the accident/emergency procedures as found in the schools Health & Safety Policy.

9. Organisation

9.1 Facilities and Equipment

It is the responsibility of all adults and children using the equipment to keep it tidy and in good working order.

All gymnastic apparatus and large outdoor equipment is inspected annually by approved sports safety contractors. Details of inspections, defects and repairs/replacements are kept in the school office

9.2 Lesson Structure

There is a clear structure to lessons, which includes all or most of the following:

- Learning objectives explained to pupils
- Warm up activities
- Recap of work covered in previous lesson
- Teaching of new skills/materials
- Skill development (eg incorporating these skills in the game situation/gymnastic or dance sequence)
- Cool down
- Plenary referring back to learning objectives

9.3 Inclement Weather/Loss of Teaching Space

In the case of inclement weather, outdoor lessons are only changed/cancelled if there is a health and safety concern, eg slippery/frozen playing surface, lightning etc. On these occasions, pupils should still receive their weekly entitlement to PE. The lesson may be adapted to be delivered indoors or an alternative PE activity may be taught.

9.4 Non-Participation

Any pupil who is unable to participate physically in a lesson must provide a note from their parent/carer. Where appropriate, such pupils still play an active role in the lesson through coaching and observation tasks, refereeing, timekeeping, choreography etc.

9.5 Rewards/Sanctions

Children are expected to adhere to the schools' Behaviour Policy during PE lessons, including the rewards and sanctions used during the rest of their school day. PE is a vital part of the school curriculum encouraging good health, well-being, enjoyment and much more. Every child is entitled to 2 hours high quality PE per week, therefore loss of PE sessions should not be used as a method of sanctioning individuals or a class.

10. School Staff

10.1 Adults Support Learning and Paid Coaches

Almondsbury C of E Primary School welcomes Adults Supporting Learning (ASL) into our community to help us extend and enrich our PE and extra-curricular provision. They may work alongside a teacher at a pre-existing

activity or, if suitably qualified, introduce a new activity to the school. It is the responsibility of the Senior Management to ensure that correct safeguarding procedures are in place. (Refer to South Gloucestershire Recruitment, Deployment and Safeguarding Guidance for Schools.)

10.2 Kit

School Staff teaching PE must wear appropriate clothing for that activity. This includes removal of any jewellery that may present a Health and Safety risk. When teaching outside, school staff must not wear clothing (eg hat, gloves, sandals) which could inhibit their awareness of exactly how hot or cold it is and their ability to judge whether the pupils are getting too hot or cold.

10.3 CPD

The school and PE Co-ordinator are responsible for making all staff aware of any CPD opportunities as and when they arise. Every member of staff involved in the teaching of PE is expected to be reasonably up-to-date and fully aware of innovations in this subject. Members of staff who attend courses/training seek opportunities to disseminate the information gathered to all staff.

11. PE and Physical Activity within the Whole School Context

11.1 The Learning Environment

Almondsbury C of E Primary School strives to create a positive culture in which pupils and adults are proud of their achievements both in and out of school and are keen to celebrate success. This is done in a number of ways ranging from asking a pupil to demonstrate/perform their work for others, to certificates/ medals being awarded in assembly and photos and results displayed on the PE display boards and in the school newsletters. Adults are encouraged to celebrate their awards and achievements as well as children. The school acknowledges and rewards good sporting behaviour/fair play as well as winning.

Almondsbury C of E Primary School also incorporates the use of occupational therapy activities and (when available) Yoga sessions to promote both physical literacy and mental well-being within the school curriculum to support children access their learning.

11.2 Cross-Curricular Links

Wherever possible teachers strive to link topics covered in PE with other subjects in the curriculum.

11.3 Leadership Opportunities

As pupils develop experience and maturity they are given appropriate opportunities to take on leadership roles, eg:

- Sport council members
- Leadership of intra school competition
- Playground leaders
- PE lessons incorporate age appropriate opportunities for developing leadership skills throughout the range of units of work and individual lessons.
- Leaders of all or part of the warm-up/cool down for a lesson
- Buddies/role models to KS1 pupils in school events.

11.4 Physical Activity for Adults

All adults in the school community are encouraged to take part in physical activity. Parents are made aware of family/adult opportunities through the school newsletter, website and noticeboards.

11.5 Active Playtimes

The school recognises the importance of increasing the activity levels of pupils to improve their health and fitness and therefore promotes active playtimes. The school offers all pupils the use of the Playpod and climbing wall.

Children in Year 6 are trained to support activities at lunchtimes in KS2 and Year 5 are trained as Playground Leaders to work with the younger children in KS1.

The lunchtime staff (Including a PE specialist) supervise the pupils using the Playpod equipment and in supporting playground organised activities and leadership opportunity.

11.6 Travel Plan

The school actively encourages walking to school and has drawn up its own Travel Plan. This can be found in the school office system.

12. Extra-Curricular Opportunities

12.1 Out of School Hours Learning (OSHL)

Throughout the year the school provides OSHL opportunities to extend and enrich physical activity. These opportunities may take the form of clubs and/or coaching sessions based at the school or festivals/tournaments/matches in the local area.

The Health and Play curriculum team monitor participation through the record keeping system. Where a need is identified, the school endeavour to provide possible opportunities to engage those children not participating.

12.2 Community/Club Links

The school endeavours to forge links with high quality clubs, enabling pupils to develop their sport further.

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