

# Grazeley Parochial Primary School

“Be courageous. Be strong. Do everything in love.”

1 Corinthians 16 v13-14

We are a loving community of courageous learners, building resilience and hope for the future based on our caring Christian foundation.

## PHYSICAL ACTIVITY POLICY

DATE OF LAST REVIEW:

November 2020

REVIEWED BY:

PE Leader

APPROVED BY:

Teaching and Learning Committee

DATE OF NEXT REVIEW:

November 2022

# PHYSICAL ACTIVITY POLICY

## 1. Vision Statement and Rationale

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Our school recognises the contribution that high quality PE, a healthy lifestyle and sporting opportunities can make to each and every child in terms of their overall confidence and development. By increasing the quality and quantity of PE provision and extra-curricular activities, including competitive sport, children will develop physically, socially and mentally, thereby enhancing their attainment on many levels.

Through PE we strive to nurture and build resilience through personal challenge and teamwork; promoting an appreciation amongst peers of both team and individual effort brought to the game, thereby building stronger relationships and a deeper understanding of a community spirit.

Our physical activities programme aims to ensure that all pupils have the opportunity to develop their fundamental skills and competence in a wide range of physical activities, preparing them and enabling them to remain active beyond their school years.

Activities include a diverse range of team games including invasion, ball, net and outdoor adventure activities to promote and build both physical and social skills, an awareness of leadership, sportsmanship and tactical thinking. We also focus on a wide range of personal challenges to ensure that children build personal stamina and resilience. Athletics, swimming and water safety further develop these areas through skills based activities, whilst dance and gymnastics further enhance posture, strength, balance and coordination. Through these activities, we aim to promote a good understanding of physical processes and how to review and improve performance both individually and as a group.

Essentially, our PE programme promotes an understanding of the body in action. It involves thinking, selecting and applying skills, whilst promoting positive attitudes towards a healthy lifestyle. It involves cooperative activities in a range of increasingly challenging situations, preparing and enabling children to make informed choices about their own physical activity while supporting a legacy of lifetime knowledge.

## 2. Aims

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We aim to increase the activity level of the whole school through providing a supportive environment conducive to the promotion of physical activity. We utilise our Sports Funding to improve the teaching and learning opportunities, increasing engagement in sport for all as well as encouraging individual talented children to excel.

This will be achieved by:

- Teaching a diverse range of activities where everyone has an opportunity to excel;
- Providing additional opportunities where individual children have particular gifts or talents;
- Providing a range of extra-curricular activities and after-school clubs which appeal to a wide audience;
- Offering opportunities for children to take part in competitions within school, against other schools and as part of extra-curricular activities;
- Offering both formal and informal physical activity at break times and lunchtimes through the provision of equipment and resources to support a healthy and active lifestyle. Also providing children with regular opportunities or movement breaks such as flash mob routines and the 'daily mile' and incorporating physical movement in the classroom learning when appropriate;

- Training Year 6 Sports Leaders to support younger children to engage in sports and games at lunchtime, thereby further embedding the values of leadership, fairness and respect;
- Providing continual professional development opportunities through specialist coaching, to support a legacy of knowledge amongst teachers within the school;
- Providing an increasing variety of electronic resources to support the planning of well structured, imaginative, dynamic and progressive lessons across a broad number of activities which also support the wider curriculum.

### 3. Teaching and learning style

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We use a variety of teaching and learning styles in PE lessons. Whilst our principal aim is to develop confidence and competence in a broad range of physical activities, we continue to strive to increase the children's knowledge and understanding in terms of leading healthy and active lives. Teaching involves a mixture of whole-class, group and individual activities. Fundamental skills are taught as a foundation for developing the skills of more specific disciplines. Teachers encourage children to demonstrate, review and revise their own work in addition to their peers. Within lessons, children are given the opportunity to collaborate and to compete against each other or themselves over a wide range of activities.

We recognise that all children have different ranges of physical ability, so teachers ensure that all children are able to excel by providing a variety of opportunities to challenge each child. We achieve this through a range of strategies:

- TASKS - provide a range of tasks with differing degrees of difficulty
- RESOURCES – use a variety of equipment to make activities more/less challenging
- RESPONSE – allow pupils to work at a different pace
- SUPPORT – provide additional support where appropriate
- GROUP STRUCTURE – organise groups as appropriate and according to the activity
- MODIFY – change activities and equipment according to the needs of the pupils
- TARGETS – set children a range of targets and encourage them to compete against themselves

### 4. PE curriculum planning

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PE is a foundation subject in the National Curriculum. In Key Stage 1 we teach dance using a variety of simple movement patterns and incorporating the topics we are teaching within the wider curriculum. We further develop the children's agility, balance and coordination through activities such as gymnastics and athletics. We teach the children to master the basic fundamental movements of running, jumping, throwing and catching and apply these skills in a range of activities and team games where they begin to learn the simple tactics of attacking and defending.

In Key Stage 2, the children continue to develop and apply these skills taught in Key Stage 1; learning how to use them more broadly and linking them to make actions or sequences of movements within specific sporting activities. Children learn how to communicate effectively, collaborate and compete with each other. Children are taught how to evaluate their skills and recognise their own success.

In Key Stage 2, the athletic skills of running, jumping, throwing and catching are developed and taught in isolation and in combination. Children play competitive games such as basketball, cricket, football, tag rugby, hockey, netball, rounders and tennis, applying basic attacking and defending tactic.

Children develop their flexibility, strength, technique, control and balance through athletics, gymnastics and dance and are encouraged to develop their thinking and team skills through the participation in outdoor and adventurous activity challenges. Children also have the opportunity to attend a residential trip in Oak Class where they enjoy a range of these activities.

Additionally, the school aims to teach all children to swim competently, confidently and proficiently over a distance of at least 25 metres. A range of strokes are taught alongside basic water safety and self-rescue activities.

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## 5. The Foundation Stage

We encourage the physical development of our children in Chestnut Class as an integral part of their work. We encourage the children to develop confidence, control of the way they move, and care in the handling of tools and equipment. We give all 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; such as core, gross and fine motor skills.

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## 6. Extra-Curricular Activities

We offer a wide range of extra-curricular sporting activities for children in all age groups. We actively encourage children to take part in extra-curricular sport by utilising Sports Funding to subsidise some sporting activities. A variety of clubs are held during the lunchtime break and after school.

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## 7. Clothing

All clothing must be in keeping with the school uniform policy and children will receive a letter home if they forget to bring their PE kit.

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## 8. Equal Opportunities (See the Equal Opportunities Policy)

All pupils in this school, including those with special educational needs and disabilities, are entitled to a comprehensive programme of physical activity which: -

- Fulfils the statutory National Curriculum requirements.
- Takes into account their individual needs and interest.
- Provides them with opportunities to pursue activity beyond school.

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## 9. Health and Safety

(See risk assessments relating to PE/games, Weather Policy, Health and Safety Policy) The following steps must be taken to ensure the safety of pupils participating in physical activity.

- Annual/Termly checks are carried out to ensure the safety of PE and Games equipment (including the adventure playground, climbing wall, trim trail etc);
- The school is affiliated to the Association for Physical Education and takes on board any current changes in health and safety advice;
- Additional risk assessments will be carried out where additional PE events may take place, such as sport day, the attendance and hosting of inter- school matches;
- Staff are informed of any relevant medical conditions of children. Where these may be affected by exercise, staff will plan and adapt lessons to minimise the risks for these pupils and will carry out a general PE risk assessment for that child as appropriate;

- Staff are able to visually assess the impact/ safety of specific exercises or activities and will adapt their classes to suit changing outdoor weather conditions.

In addition, staff ensure that: -

- All pupils with foot infections wear plimsolls or a swim sock;
- Parents/guardians have written a letter asking permission for a child to be excused from PE or games if the child is suffering from a medical condition that would prevent them from taking part in a lesson.
- During hot weather sun hats are worn and pupils take a water bottle to the lesson;
- During sustained high temperatures of over 30°C, PE lessons should take place during the cooler times of the day;
- All jewellery and watches are removed.( If not possible be covered in the case of earrings);
- Basic rules regarding behaviour in activities are adhered to;
- The staff member is aware of any pupil with a medical condition and knows where any medication is kept if required;
- All lessons begin with a warm up and end with a cool down if appropriate;
- Staff are suitably first aid trained;
- Appropriate numbers of staff and support staff are present, as appropriate;
- Staff will be appropriately clothed for leading a Physical Education lesson.

## 10. Assessment

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Monitoring/assessing pupil's ability and improvement will include:-

- Assessment criteria in lesson / unit plans;
- Teacher observation of pupil performance in lessons considering:
  - A) Physical skills specific to activities
  - B) Behavioural, social and emotional skills including cooperation, competitive character and sportsmanship.
  - C) Thinking skills e.g.: decision making, confidence and understanding
- Pupils responses to specific tasks/ questions;
- Question pupils to find out what they found challenging and fulfilling;
- Involve pupils in the assessment of themselves and others;
- Consider pupil involvement in out-of-hours learning activities and other physical activity opportunities.
  - a. **To pupils:**


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    - Highlighting objectives at the start of lessons and reinforcing these throughout, then providing feedback on how well these have been achieved at the end of the lesson;
    - Set pupils targets and telling them how well they have met these;
    - Encourage children to make changes, which will improve their performance;
    - Provide children verbal feedback, so that they know how they are they are progressing;
    - Celebrate through the awarding of certificates for achievement in different activities, focusing on effort, skill, participation and support;
    - Celebrating pupils' successes via assemblies, newsletters and a PE board

- b. **To parents/carers:**

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- Include a PE section on the end-of year school report ;
- Include targets for children identified as talented in PE on their Parent Consultation Sheet and discussing progress against these;
- Invite parents to sports day, intra and inter school events, where they can see their children taking part in physical activity.

#### **11. Other agencies:**

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- Providing an annual assessment for pupil reports;
- Arranging transfer meetings with other schools and providing relevant documents (See Off Site Activities policy);
- Sign post pupils to local clubs as appropriate;
- Informing the local press of physical activity and sporting successes.

#### **12. Monitoring and Evaluation**

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This policy will be monitored and its effectiveness evaluated through staff discussion. The PE Subject Leader and School Business Manager will report annually on the use of the Sports Premium Grant and this will be published on the school website. Outside agencies will be consulted where appropriate. The policy will be reviewed biennially.