



## **Physical Activity Policy**

### **Rationale**

A high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

- National Curriculum, September 2014.

### **Our curriculum intention**

We strive to give pupils in our care high quality PE by working alongside external coaching staff to upskill our staff in this area. We want to teach pupils skills that will have a lifelong impact on their future. We believe that PE can positively affect everyone's health, attitude and behaviour and we want to give our pupils the opportunities that will inspire them to participate and succeed in physical activity now and in the future. We want physical activity to be enjoyable, fun, engaging and accessible to all. We look to teach our pupils how to work individually, collaborate with others as part of a team and understand fairness and equality.

### **Aims**

The National Curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activity
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

Through the teaching of PE, we aim to:

- Develop physical coordination and competence
- Develop artistic and aesthetic understanding and appreciation

- Develop flexibility, strength and endurance
- Teach pupils an awareness of health and safety issues involved
- Help children to develop positive attributes in both cooperative and competitive situations
- Help children to develop socially through communication, collaboration and competition
- Help children develop an understanding of how to succeed in different activities and challenges
- Allow children to evaluate and recognize their own success
- Promote positive attitudes towards health and physical activity
- Develop and promote confidence and well-being through individual, paired and group activities
- Promote the physical and psychological benefits of participation in aerobic activity whilst at school and throughout life

## **Objectives**

Full participation of all pupils in a broad, balanced and differentiated programme of activities which are accessible and challenging.

The implementation of planning and teaching by coaches and teachers based on the National Curriculum covering: Games, Dance, Gymnastics, Athletics, Outdoor and Adventurous and Swimming.

To supplement the national Curriculum requirements with additional programmes when appropriate using outside agencies e.g. Newcastle Sport and PE Service, North East Dance, Elswick Swimming Pool.

Within our physical education curriculum:

### **Early Years Foundation Stage**

Through the provision of structured PE lessons and free play, creative environments introduce and develop control and coordination in large and small movements. Helping children to move confidently in a range of ways, negotiating space safely. Helping them to understand factors that contribute to keeping them healthy, such as physical exercise and food that they eat. Pupils can express themselves about things they can do to keep themselves healthy and safe.

### **Key Stage 1**

Through the provision of structured PE lessons, create a movement foundation to underpin lifelong participation, enabling pupils to access a range of learning experiences which supports the development of competent and confident movers. Children in Key Stage 1 have two half terms of Games and Basic Skills, which builds on the development of movement foundation. It provides structured play and reinforces the importance of being physically active as well as introducing basic leadership opportunities and social interaction.

## Lower Key Stage 2

Through the provision of structured PE lessons, adapt physical activities through which young people can develop and apply a broad range of skills in different contexts which will enhance their creative, social and thinking skills in PE. The children will also begin to gain an understanding of the positive benefits of being physically active. In Lower Key Stage 2, Year 4 swim one day per week throughout the school year.

## Upper Key Stage 2

Through the provision of structured PE lessons, learning physical, social and thinking skills through a range of sport specific activities (modified by age and stage appropriate). They are also developing leadership skills and are able to articulate the benefits of regular exercise. In Upper Key Stage 2, Year 5 swim one day per week throughout the school year.

## **Principles of teaching and learning**

### Teaching Strategies

Pupils will develop at different rates and the aims and objectives should be pursued through a variety of teaching and learning styles. Whole class, small group and individual teaching will be conducted in lessons.

Teachers and Coaches should

- Have sufficient knowledge and understanding to differentiate
- Set standards and demonstrate through modelling
- Teach from a safe position which enables them to observe all children.
- Use commentary to reinforce and develop each pupil's interpretation of the task involved.
- Teachers/Coaches to act as role models for children e.g., by wearing suitable clothing

We operate an inclusive policy in PE. Differentiation is addressed within each area of the activity and broad task setting can allow for differentiation by outcome. Differentiation by task is also used by challenging or extending the task or by giving progressive stages to achieve success. This is to be addressed by teachers as appropriate to their class.

Differentiation can be achieved by

- Setting suitable learning challenges
- Responding to pupils diverse needs
- Overcoming potential barriers to learning and assessment

### **Learning Strategies**

A well balanced PE programme should meet the physical and social needs of all pupils irrespective of ability, race or gender in an ethnically diverse society. Physical education should ensure that all pupils have an opportunity to participate on equal terms in a range of activities and should help them to develop their self-esteem through achievement.

Through lessons, children will have the opportunities provided to

- Work as a class, groups, pairs or individually
- Plan their own work
- Develop their own guidelines for activities
- Observe, assess, self-assess, review and evaluate performances

### **Cross Curricular Links**

Physical Education incorporates many aspects from the curriculum. The most significant contribution it can make is to health education and establishing habits of participation in enjoyable physical activity and developing and understanding of the long and short term benefits of exercise.

It can also provide opportunities for work in other curriculum areas through the use of problem solving methods across a range of activities. Language skills are also reinforced in describing and analysing their own and others performances.

### **Assessment**

The main method of gathering evidence and assessing achievement is made through the continuous process of teacher observation. This is informed assessment based on knowledge of the pupils and content of the work carried out. Currently, teachers track pupils' assessment by completing a pupil tracker assessment sheet which comprises of the lesson objective, with certain skills, and expected progress across an area over a half term. Teachers also make ebooks which allows them to track pupil progress.

### **Continuity and Progression**

Skills learned by pupils are to be built upon at each stage. Passing on of the pupil tracker assessment sheets will inform the next teachers of areas for development. Skills taught will build upon the skills already acquired.

## Health and Safety Implications

1. Children should wear their PE kits (shorts and T-shirt); this can be adapted to meet cultural and religious requirements. Tracksuit bottoms and sweat shirts can be worn for outdoor activities in colder weather or when it is appropriate. Staff should wear suitable footwear and clothes which allow freedom of movement and are suitable for the environment.
2. All jewelry must be removed for PE and games lessons.
3. Long hair should be tied back.
4. Children should work in a safe and suitable environment. This means:
  - a. the removal of unnecessary furniture from the working space and the storing of unused equipment around the walls of the halls;
  - b. clean, splinter-free floors so that bare foot work can safely take place;
  - c. a safe outdoor surface for the playing of games (no loose stones or gravel, no badly uneven surfaces, no holes in tarmac or grass);
  - d. that floor markings for games are sufficiently far away from fences to prevent accidents;
  - e. following the whole-school policy for lifting and carrying equipment.
5. Suitable and safe organization of apparatus.
  - a. Easily accessible gymnastic apparatus spread round the hall to allow for its safe and efficient handling.
  - b. The padded equipment must be stacked and stored.
  - c. Foundation equipment stored in the EYFS storage cupboard and outdoor sheds.
  - d. Games and PE equipment is stored in the gym cupboard, situated in the gym.
6. Risk Assessment
  - a. Regular checks and risk assessments are made by all teachers as well as ongoing risk assessments.
  - b. Annual safety checks and repairs are carried out on gymnastic equipment and staff check apparatus as it is taken out for every lesson.
  - c. If a potential hazard is identified, it is immediately eliminated.
7. Procedure for dealing with accidents.
  - a. If an accident occurs, the teacher should stop what the pupils are doing so that full attention can be given to the child.
  - b. If it is a minor accident, it is dealt with on site by the class teacher/Teaching Assistant.
  - c. If the accident is more serious, the lesson is halted and assistance is sought from trained personnel.
  - d. All serious incidents must be recorded and the necessary forms completed.

e. All medical equipment for children with medical needs should be on hand where the activity is taking place. For example, asthmatic children may need to keep their inhaler at hand during a Physical Education lesson.

### **Physical Resources available for PE**

- a. The areas available for PE are the gym, the hall, both playgrounds which are tarmacked, one with a purpose built MUGA, and the grassed areas. We also have a large tarmacked external area which can be used at the bottom of Delaval Road.
- b. We have a range of gymnastic equipment which includes moveable apparatus, benches and mats.
- c. We have a portable system for music.
- d. We have a wide range of small games equipment which includes: different sized bats, balls, hoops, hula hoops, badminton, tag rugby, tennis rackets, skipping ropes, beanbags, domes, cones, uni-hoc equipment, Kwik Cricket sets, tennis set, netball posts and built in basketball nets.
- e. The Foundation stage have their own sets of equipment stored in their outdoor sheds for physical development time outside.
- f. We have netball, football and tennis pitches marked in the gym and external areas.

### **Conclusion**

PE in the primary school needs to build on children's enjoyment of, and need for, activity and movement. PE contributes to a sense of well-being, a healthy life-style and a feeling of self-confidence. In addition to the timetabled PE curriculum, we provide a varied programme of sports and activities throughout the school day during playtimes, lunchtime and in afterschool clubs

*Miss R Walton –PE Coordinator.*

*Reviewed: April 2024*

*Next Review: Spring 2027*