



Stottesdon C. of E. Primary School and Nursery

The Shropshire Gateway Educational Trust



Physical Activity Policy

Rationale

This policy is to be implemented as part of the Government's educational mission to improve the health of the entire community by teaching students, staff and families ways to establish and maintain life-long healthy habits. Evidence shows the importance of a sound education in promoting better health and emotional well-being for all children and young people and, in particular, those who are socially and economically disadvantaged (Independent Inquiry into Inequalities in Health, 1998). Schools are key settings in which to improve both health and educational achievement.

Introduction

Our school is a healthy school we believe that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well being. We continually encourage our children to lead a healthy lifestyle and to stay safe. We are committed to ensuring that the children in our school take part regularly in high quality physical education and promote, through sport and other cross curricular links, healthy lifestyles, regular exercise and healthy eating. We recognise physical and healthy lifestyle education develops pupil's physical competence, confidence, and their ability to use these to perform a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. We aim to help students to do their best and build on their achievements. We are committed to on-going improvement and development. We promote physical and emotional health by providing accessible and relevant information and equipping students with the understanding, skills and attitudes to make informed decisions about their fitness and health. We understand the importance of investing in sport and health to assist in the process of raising levels of students' activeness, achievement and improving standards. We provide opportunities for pupils to be creative, competitive and to face up to different challenges as individuals, in groups and teams. We believe this promotes positive attitudes towards active and healthy lifestyles as pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities and preferences, and how to make choices about getting involved in lifelong physical activities. We recognise the need to provide both a physical and social environment that is conducive to learning about health, fitness and well-being.

Aims

- To use the full capacity and flexibility of the curriculum to achieve a healthy lifestyle.
- For pupils to enjoy physical activity and to be given a firm foundation for life-long participation in sporting activities and understand how this contributes to healthy lifestyles.
- To increase the physical activity levels and well-being of the whole school community by developing a supportive environment conducive to the promotion of physical activity.
- To develop an understanding of the importance of regular physical activity amongst the whole school community.
- Acquire and develop skills, performing with increasing physical competence and confidence in a range of physical activities and contexts.
- Take initiative, lead activity and focus on improving aspects of their own performance.
- Develop positive self esteem through achievement.

- Appreciate and demonstrate fair play, honesty in competition and good sporting behaviour.
- Help pupils understand how their body responds to activity.
- Discover their own aptitudes and preferences for different activities.
- Respond to a variety of challenges in a range of physical contexts and environments.
- To support a whole school approach to a healthy lifestyle
- To provide high quality Physical Education and School Sport and promote Physical Activity as part of a lifelong healthy lifestyle
- To increase the children's knowledge and understanding of the importance of water in their diet through the provision of water bottles to all pupils
- To provide children and staff with the opportunities to make informed choices about a healthy lifestyle based on current information and liaison with outside agencies
- To provide children with more choices as to how they use their playtime by the development of the school grounds
- To encourage children to choose a healthy snack at morning break time
- To support the LA's 'Fruit for Schools' initiative by encouraging KS1 children to eat one portion every day at break.
- To help children develop greater confidence, motivation, self-esteem and have the skills, information and understanding to make important life and health choices.

Entitlement and Access

The PE programme is broad and balanced, complies with statutory requirements and is accessible to and meets the needs and interests of all pupils. Schemes of work are in place which outline a planned approach to health related activity. We follow the National Curriculum 2014 and our [curriculum maps](#) break down the year in to suggested themes e.g. invasion games, Net/Wall, striking/fielding, dance, gymnastics, athletics and swimming. They also participate in Outdoor and Adventurous Activities.

The school follows the following participation pathways:

Level 1: Statutory provision for all pupils. Participation in minimum 2 hours a week. Intra school competition. Inter schools festivals. Access to out of school hours learning.

Level 2: Inter schools competition. Individuals and teams are selected to represent the school. Some of these may lead to county/sub regional/national events. (Level 3 and Level 4)

Time allocation

Each class has a minimum of 2 hours high quality P.E. during curriculum time each week and run the daily mile. Our curriculum map ensures breadth of coverage for invasion games, Net/Wall, striking/fielding, dance, gymnastics, athletics, swimming and outdoor/adventurous activity. At Key stage 1 and lower juniors the focus of games is on multi skills. Close links with Lacon Family of Schools results in a programme of activities and coaching over the year. All children participate in a range of festivals (e.g. football, cricket, multi-skills) and those chosen/qualify for teams compete in tournaments. The leadership and management of the school balance participation in tournaments during the school day by considering the following factors:

- pupil achievement in sport at a competitive level (how this inspires others to participate and raises skills by participating in a 'bigger pool')
- meeting pupil's interest, gifts and talents
- the number of tournaments we attend as a small school
- maintaining attainment, achievement and curriculum coverage in other areas
- transportation costs

Where our school does decide to participate in a tournament the curriculum for the remaining pupils not in the team will continue as normal. As always, efforts will be made to ensure learning is fun.

Objectives

Foundation Stage and Key stage 1

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.

Key stage 2:

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

We provide swimming instruction either in key stage 1 or key stage 2 as appropriate. Pupils are 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.

Out of School Learning

The school offers a range of activities during the year including football, rugby, hockey, athletics, rounders, basketball, cricket, ball skills, dance and yoga. Some occur during the lunchtime (especially when preparing for a tournament) but most are after school. Our extended school coordinator arranges the clubs and each one runs for a block of 5 weeks. During the year we strive to ensure that all pupils are offered a wide range of sporting activities. These clubs promote enjoyment and participation in sport and also help train teams for competitive events (Rugby, Netball, Rounders). We promote links to sporting centres including the Activity Centre

at Stottesdon. Children are also given information about holiday clubs run by the centres in the area.

Planned Links with other subjects

- We promote active lessons and, as appropriate, provide children with regular active brain breaks such as BBC Super movers and Go Noodle.
- The development of gross and fine motor skills is important in all curriculum areas and the skills children learn in P.E. can be transferred to many other curriculum areas.
- The P.S.H.E curriculum makes reference to maintaining a healthy lifestyle and reinforces their knowledge and understanding of fitness and health. The importance of working collaboratively, playing fairly, learning to win and lose, honesty etc are also fundamental in P.E. lessons.
- Links are made with literacy through activities such as writing game instructions; information leaflets on sports/fitness or match reports etc. P.E. also offers the ideal opportunity to develop speaking and listening skills.
- In K.S. 1 counting is linked to games sessions and children in KS2 use time and measure to record performances
- Computing is used to support performance evaluation
- Creativity is further developed in dance and gymnastics lessons where links to our curriculum maps are made as appropriate.

Community/club links

The school links with the South Shropshire SGO and other relevant individuals and organisations in the community to utilise the available expertise and enhance the equality and range of provision. Pupils are made aware of physical activity opportunities beyond school through a [dedicated area on our school website](#) signposting to provision in our local area.

Equal opportunities and inclusion

All children participate in P.E. lessons. Pupils with disabilities and/or special educational needs are integrated and given equal opportunities and access to activities. Differentiated activities enable all children to succeed. When appropriate, resources will be adapted to meet the needs of individual children and TAs are deployed to support individual pupils. 1-1 and small group sessions are used to provide additional support for pupils with physical and coordination difficulties.

When necessary, the SENCO is consulted to discuss issues/concerns. External agencies will be consulted for advice and further support as appropriate. All pupils in the school have equality of opportunity in terms of curriculum balance, curriculum time, use of resources, use of facilities and access to extra-curricular activities. A gifted and talented register is held and updated annually. Children on this register are targeted and signposted to appropriate activities.

The school identifies pupils who do not participate in physical activity and those who need extra support to participate and implements strategies to encourage and support these pupils to be more active. Facilities are improved and developed to promote increased participation in physical activity in consultation with pupils, staff through our annual questionnaire and SWOT. Pupils' participation in physical activity is recognised and celebrated through Sports champion of the week in assemblies, on the school website and in newsletters.

At Years 5 and 6 boys and girls are able to change for P.E. separately. When we go swimming separate changing areas are provided.

Teaching and Learning

Lessons are blocked in units of work (see map in appendix 2) to promote greater depth of understanding, development and skills, contextual application of these skills and the ability to perform reflectively. Children will be presented with the opportunities to be creative, competitive, and cooperative and to face challenges as individuals and in small groups.



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Lessons are well planned with learning objectives and success criteria shared with children. Warm up and cool down activities are included in the planning. Skills are taught and the children have the opportunity to apply these in game situations. Differentiation is achieved through using tasks and equipment that enable pupils to be challenged appropriately and which ensures good progress for all age/ability groups. Children are given opportunities to observe, provide feedback and improve performances. Teachers provide opportunities for pupils to discuss and reflect on their achievements during lessons. A range of teaching styles are used. With the wide range of abilities in our mixed age classes, pupils are encouraged to nurture each others achievements as well as ensuring they challenge their own progress. Co-operation and sportsmanship are vital to ensure participation and enjoyment by all. We take advantage of the coaches on offer through the sports partnership to provide high quality P.E. and CPD for staff.

Significant pupils' progress and achievement in P.E. is celebrated with our Sports champion of the week during our weekly achievers assembly.

Consultation

Pupils, staff, parents/carers are consulted and involved in decisions about the range and type of physical activity opportunities offered. Consultation takes place through the School Council, staff meetings, a short questionnaire during the academic year. The school takes steps to remove barriers to participation identified by consulting with pupils and, where possible, involves pupils in these developments.

Monitoring and Evaluation

The curriculum and out of school hours learning programmes are monitored on an ongoing basis through self-evaluation and reviewed annually. Aspects that are monitored include:

- Pupils', staff and parents/carers' knowledge of and attitude towards physical activity
- Pupils' progress/attainment in physical activity
- The range of physical activity opportunities offered to all pupils, staff and parents/carers and the levels of participation
- The percentage of pupils participating in 2 hours per week of high quality PE or school sport within and beyond the curriculum
- The number of links to clubs/activities within the community and pupil participation in these
- The number of pupils who achieve an hour of physical activity each day
- The number of professional development courses attended by staff/activity leaders
- How and when pupils, staff and parents/carers have been consulted.

The methods of evaluation include:

- Assessing pupils' achievements
- Reviewing schemes of work
- Reviewing programmes of activities
- Reviewing registers of activities
- Staff and pupil discussions
- Minutes of School Sports Council meetings
- Questionnaire and SWOT

Assessment, Recording and reporting

Planning identifies clear and specific learning objectives for each unit of work and these provide the foundation of assessment of learning and assessment for learning. Assessment is carried out

by teachers during the lesson and this informs teachers of the strengths and weaknesses that need to be developed. Pupils' progress is recorded on [PE skill progression sheets](#) (staff may initial pupils who are emerging or exceeding eg. KT- KT+. Pupils without initials are meeting the standard). These sheets inform teacher overall teacher judgements for bi-annual reports and internal data through a best fit approach. These record sheets are monitored by the PE Leader in order to identify patterns/trends, areas for development, pupils to target. During the swimming sessions, children's progress is monitored and records of their water competence maintained on their swimming passport. This enables us to target children for additional top up sessions. Close liaison with external coaches enables us to update our gifted and talented register.

Health and Safety

The safety of children in lessons is of paramount importance. ['Safe Practice in P.E 2016'](#) is located in the hall PE store and the school follows its guidance. An overview of guidance is at the end of this policy. Pupils are taught to recognize hazards, assess the consequent risks and take steps to control the risks to themselves and others.

Class teachers are to ensure that:

- P.E. clothing is worn (in line with that stated in the school uniform policy, including footwear). As appropriate, children will be advised about the need for shin pads, gum guards and studs for some sports/activities.
- Long hair is tied back.
- No jewellery is worn, including earrings (Newly pierced ears are to be covered with surgical tape)
- They have received a letter from the child's parents if they are unable to do P.E. otherwise they will be expected to participate in the lesson
- Padlocks are placed on the school gates during outdoor sessions
- A first aid kit is available to be taken by a member of staff to all physical activities and school handheld radios are available as appropriate

Teachers are to set a good example by wearing appropriate clothing when teaching P.E.

Equipment and resources

Resources are kept in the PE shed and hall store. These are regularly reviewed in order to ensure they are appropriate to the range of ages, abilities and needs of the children in order to enhance learning. Play time equipment is kept in storage boxes in the playground.. P.E. monitors are trained to collect and return resources tidily and to the correct place.

Code of Practice for Adults other than Teachers (AOTTs)

Teachers act in loco parentis and have a duty of care towards pupils. This cannot be transferred to adults other than another qualified teacher employed by the school. The office will have ensured that all appropriate checks have been completed regarding AOTT's that lead pupil activities.

A member of the teaching staff will always be available and able to intervene in order to ensure pupils' health safety and welfare. A member of the teaching staff will have ensured that when necessary a risk assessment has been satisfactorily completed.

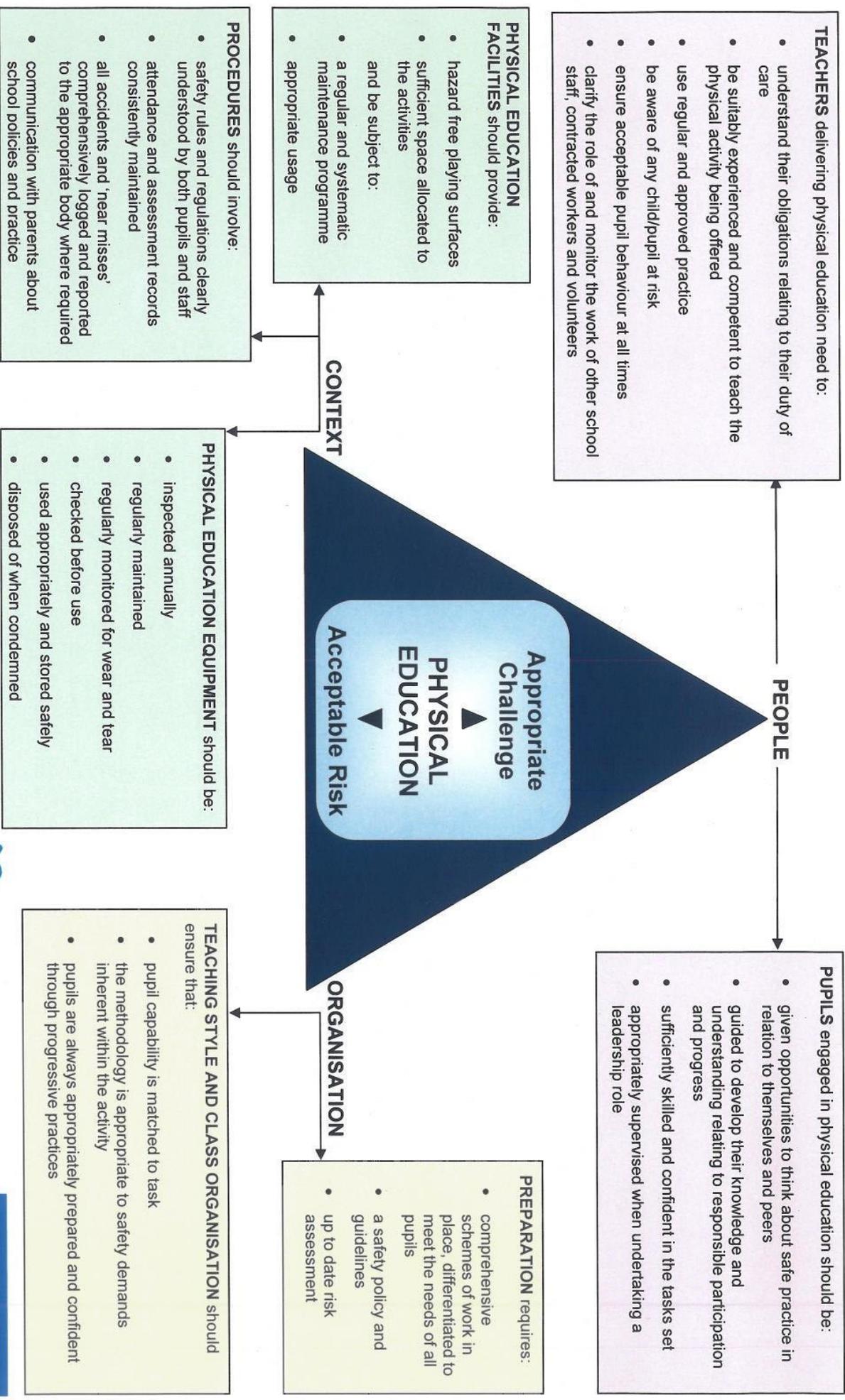
AOTTs roles and responsibilities:

Adults working with the children should be familiar with the school behaviour policy. Coaches etc should know who is in charge/where they are and what to do in an emergency.

Date agreed: January 2020

Date of review: January 2023

SAFE PRACTICE IN PHYSICAL EDUCATION



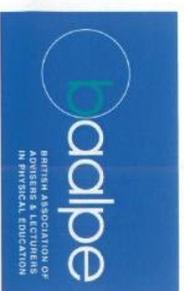
For further information see the DFES commended BALPE publication 'Safe Practice in Physical Education', 1999 (millennium) edition

Available from: www.baalpe.org or telephone 01905 855584
Copies of this poster are available from: DFES Publications at www.teacher.net.gov.uk/pesafety or telephone 0845 6022260

department for
education and skills



DEPARTMENT OF EDUCATION
An Roinn Oideachais
Mánuisríne ó Leas



Appendix 2

Stottesdon C of E Primary School Physical Education – Whole School Overview.
 Please see curriculum maps and skill sheets for further information.
 Based on 2 hours per week Physical Education updated 2021

Year group	Term 1	Term 2	Term 3
R	EYFS Gross Motor skills Multi skills (use of space, cooperation games, Ball skills, Dance, Gym, Swimming and OAA)		
Y1/2 + Partnership Multiskills	Multi-skills (2 units) Dance Gymnastics	Multi-skills (2 units) Dance Gymnastics	Multi –skills Athletics OAA Swimming
Y3/4 + Partnership festivals	Team Games (2 units) Dance Gymnastics	Team Games (2 units) Dance Gymnastics	Striking and fielding Athletics Swimming OAA
Y5/6 + Partnership competitions	Invasion Team Games (2 units) Dance Gymnastics	Invasion Team Games (2 units) Dance Gymnastics	Athletics Striking and fielding OAA Tennis Ultimate Frisbee Bikeability



...we really care and
make learning fun.

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Subject content

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