

## 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.

#### **PE and sport premium funding:**

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools are required to publish details of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment.

Our detailed plans are attached as appendices / available on our website <http://stottesdon-school.co.uk/overview/pe-expenditure>

#### **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

### EYFS

#### Gross Motor skills, early learning goals

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

#### Further Physical Development

- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming, Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

### 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
- ♣ develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- ♣ 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 activity 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.



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- 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.

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.

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 and the levels of participation
- The percentage of pupils participating in PE or school sport 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](#) which identify whether children are emerging, developing or mastered in the knowledge/understanding/skills. These sheets inform 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. This enables us to target children for additional top up sessions.

### **Health and Safety**

All teachers should make themselves aware of the health and safety arrangements for the areas of activity that they are teaching. This school follows the "Safe Practice in Physical Education, Physical Activity and School Sport" (2020) guidance provided by the Association for Physical Education (afPE). This is a comprehensive guide to safe practice and managing risk in PE and should be referred to regarding any aspect of Health & Safety. A copy of the afPE manual is located in Clun Class on the PE shelf.

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

### Religious and cultural clothing

- To maximise safe and meaningful participation, the school and staff will use sensitive management when dealing with any concerns arising from the wearing of certain items of clothing specific to religious requirements.
- The school will ensure the following:
  - Any clothing worn to comply with a faith commitment should be appropriate to the PE activity. Clothing should be comfortable and allow for freedom of movement, while not being so loose as to become a hazard. A tracksuit is perfectly acceptable clothing for Muslim students and is not seen as offending the principles enshrined in Haya relating to modesty and decency.
  - **Headscarves** (such as the **hijab**), where worn, should be tight, secured in a safe manner, particularly at the side of the face, and unlikely to obscure vision or catch on anything that may put the wearer at risk. Students can also consider obtaining a sports version of the hijab, for improved suitability.
  - In **swimming** lessons, unacceptable exposure of the body should be managed through adjustments in swimming attire to accommodate religious and cultural sensitivities while not compromising the safety of the students concerned.

### Sensory aids:

The decision as to whether it is safe or possible to wear **glasses** or **hearing aids** will usually be determined by the nature of the activity.

Where the sensory aid needs to be worn for safe participation by the individual, then the staff, wherever possible, need to **amend** the activity (such as providing more space and time) or the equipment (such as using a soft ball instead of a harder one) in order to try to make participation while wearing a sensory aid as safe as possible for the wearer and others in the group.

In all cases, where removal of personal effects or making safe an item is not possible, strategies to enable safe participation in the lesson need to be introduced. The student should be involved in all the learning, but adaptations will need to be made in terms of how they take part in the practical aspects of the lesson. The student can contribute to group planning, designing and tactical discussions, but can have different tasks assigned to them during the practical elements

of the lesson (eg individual skills practices, peer coaching, observation and feedback tasks, videoing others to analyse at a later stage, or officiating in a games context).

Ongoing risk assessment needs to determine what action will be appropriate. Staff should always try to avoid complete exclusion from a lesson due to the student being unable to remove personal effects.

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:

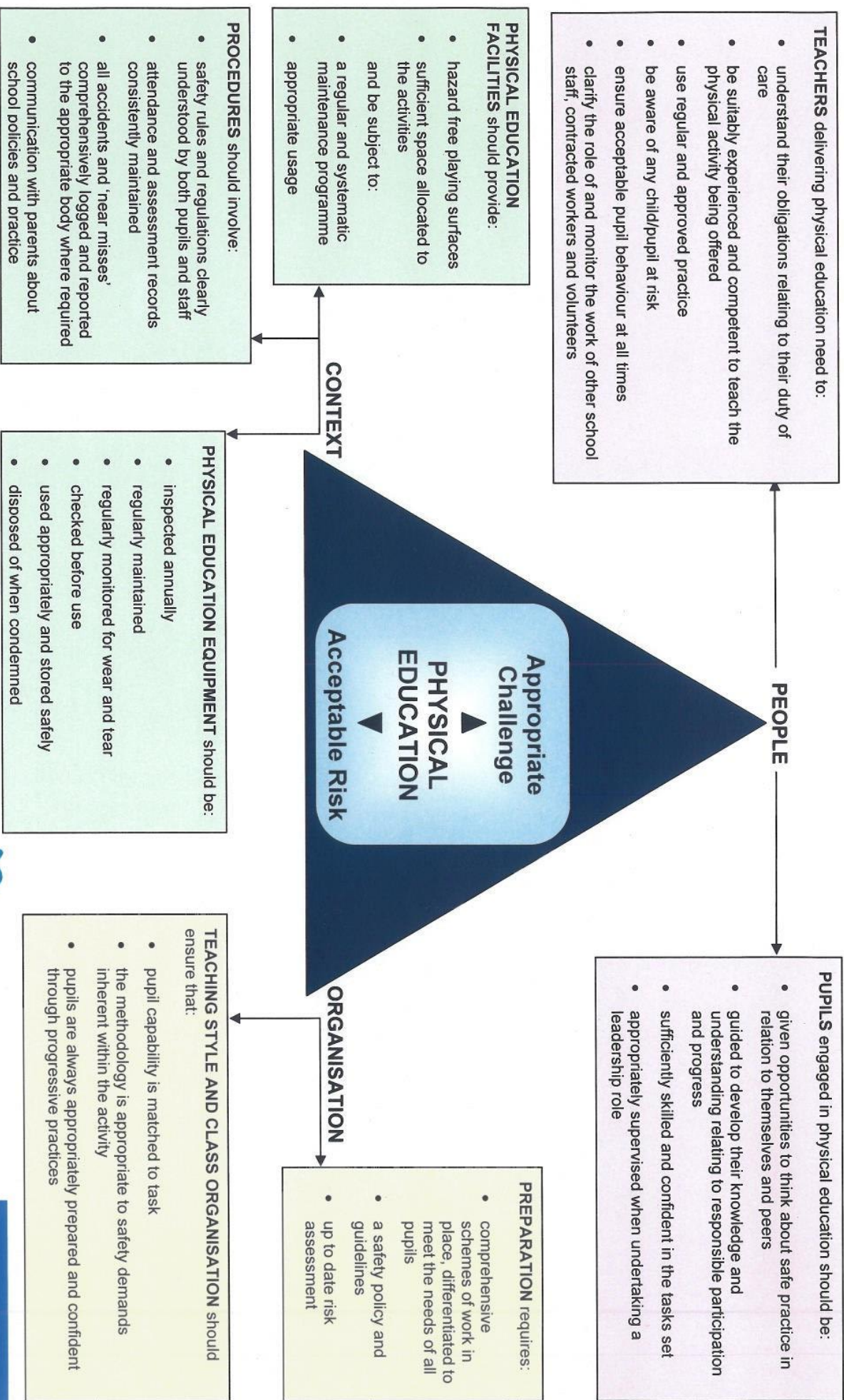
Adults working with the children should be familiar with the school behaviour policy. Coaches etc should know who is in charge/where they are and what to do in an emergency.

Date agreed: January 2023

Date of review: January 2026



# SAFE PRACTICE IN PHYSICAL EDUCATION



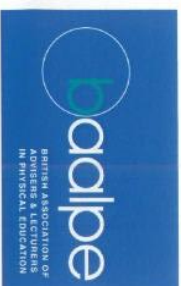
For further information see the DFES commended BALPE publication 'Safe Practice in Physical Education', 1999 (millennium) edition

Available from: [www.baalpe.org](http://www.baalpe.org) or telephone 01905 855584  
Copies of this poster are available from: DFES Publications at [www.teachernet.gov.uk/pesafety](http://www.teachernet.gov.uk/pesafety) or telephone 0845 6022260

department for  
**education and skills**



DEPARTMENT OF EDUCATION  
An Roinn Oideachais  
Mánuisríne ó Léara



## 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	<b>EYFS Gross Motor skills</b> Fundamental Movement Skills, cooperation games, Dance, Gym, Swimming, Forest fun and Bikeability		
Y1/2 + Partnership Multiskills	<b>Multi-skills (2 units)</b> Dance Gymnastics	<b>Multi-skills (2 units)</b> Dance Gymnastics Bikeability	<b>Multi –skills</b> Athletics OAA Swimming
Y3/4 + Partnership festivals	<b>Invasion Games (2 units: netball; football)</b> Dance Gymnastics	<b>Invasion Games (2 units: rugby; hockey)</b> Dance Gymnastics	<b>Striking and fielding (rounders/cricket)</b> Athletics Tennis Swimming OAA
Y5/6 + Partnership competitions	<b>Invasion Games (2 units: netball; football)</b> Dance Gymnastics	<b>Invasion Games (2 units: rugby; hockey)</b> Dance Gymnastics	<b>Striking and fielding (rounders/cricket)</b> Athletics OAA Tennis Bikeability



...we really care and  
make learning fun.

# Stottesdon C. of E. Primary School and Nursery

*The Shropshire Gateway Educational Trust*



## Subject content

### Key stage 1

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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]
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- 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.