

INTAKE PRIMARY SCHOOL



Physical Activity Policy

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Physical Activity Subject Leader: J. Beattie

Written by J. Beattie
& Curriculum Team 1

AIMS

To ensure that all aspects of physical activity in school are promoted for the health and well being of pupils, staff and visitors'.

Physical development:

- To develop physical competence and confidence by acquiring and developing a range of fine and gross motor skills.
- To develop knowledge, skills and understanding, and the ability to remember, repeat and refine actions with increasing control and accuracy.
- To promote fitness and a healthy lifestyle by understanding the effects of exercise on the body and the importance of developing strength, endurance and flexibility
- To appreciate of the value of safe exercising.

Social and emotional development:

- To develop a love of physical exercise.
- To develop the ability to work independently and communicate with, and respond appropriately towards others using verbal and non-verbal communication.
- To develop confidence in their own skills and abilities.
- To promote an understanding of safe practice, and develop a sense of responsibility towards the safety of themselves and others.
- To realise that the right exercise for you can be fun and will give you energy for other things in life.
- To create and plan games and teach them to one another.
- To develop a sense of fair play.

Cognitive development:

- To develop decision making and problem solving skills.
- To develop reasoning skills and the ability to make judgements.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop the ability to communicate non-verbally with the body
- To improve observational skills, the ability to describe and make simple judgements on their own and others' work, and to use this knowledge and understanding to improve their own performance.
- To understand that using the correct technique will improve accuracy and individual performance.
- To be able to evaluate performance and act upon constructive criticism.

Objectives

- To provide a consistent message in school about physical activity both within and beyond the curriculum
- To increase daily physical activity levels of all pupils in line with national targets
- To contribute to optimum pupils behaviour, physical fitness, growth and development assisting pupils to reach their full learning potential
- To improve self esteem and confidence among pupils and provide opportunities for them to work together
- To provide the opportunity for pupils to develop valuable lifetime skills
- To increase pupil's knowledge, understanding, experience and attitudes towards physical activity
- To ensure physical activity provision in school reflects the cultural and medical needs of pupils
- To contribute towards OSHL activities for all pupil's

IMPLEMENTATION

Whole School Ethos

- The school environment will be made conducive to physical activity, and appropriate activities provided accordingly.
- The school will work with partner agencies to promote physical activity and will use these agencies to support special events and challenges
- The school will consult and involve pupils and parents or carers in decisions about physical activity within the school
- The school Governors will play an active role in the development of PE, sport and physical activity opportunities within the school
- All school staff will be supported and encouraged to attend appropriate training to aid the development of physical activity within the school

Social, Moral, Cultural Spiritual ethos in Physical Education

We offer our students a wealth of experiences through sport and physical education. It is vital that children develop themselves holistically by ensuring core principles of SMSC are embedded into their learning journey.

- Pupils need to be able to reflect on values around competition. This is linked with having a positive attitude and striving to succeed in the principle of 'winning at all costs' whilst ensuring 'fair play' and sportsmanship together with the principle of being a fair player and being a good sportsperson
- Children need to ensure they are able to handle success and defeat with dignity
- Develop skills of listening to each other and giving opinions confidently and with respect
- Children need the opportunity to learn tactics and strategies which can be linked to sport and throughout their daily lives
- Pupils need to be able to reflect on their own practice and understand the need for rules and why they are so important in ensuring fair positive play
- It is vital children understand different cultures and traditions through performing arts, dance and the role of sport.

Physical Education

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

In the Reception Class (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week.

Pupils in both KS1 and KS2 engage in two hours of high quality PE during the course of each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics and swimming.

We also enrich children's experiences through opportunities for outdoor and adventurous activities. We promote Gifted and Talented pupils through specific sports coaching and by the opportunities presented to pupils.

Through the Government Funding for sport, where possible, the school will provide opportunities for pupils to work with PE specialists. The funding will support PE training by providing opportunities for teachers to work alongside specialist teachers.

Swimming

Swimming lessons are compulsory for Lower Key Stage Two children.

Daily Physical Activity Opportunities

A wide range of daily physical activity opportunities will be established beyond the curriculum and throughout the school day as appropriate. The school will work with the School Sport Partnership in order to establish daily physical activity programmes, for example,

- Active Playgrounds – Equipment and games available at break and lunch times, zoning and markings of the playground. Training of lunchtime supervisors

Curriculum management

The subject coordinators will facilitate the development of Physical Education in the following ways:

- By managing the implementation of the Physical Education
- By updating the policy and scheme of work
- By ordering/updating/allocating resources
- By identifying need and arranging INSET so that all staff are confident in how to teach and assess the subject and have sufficient subject knowledge
- By keeping staff abreast of new developments
- By taking an overview of whole school planning to ensure that there is continuity between year groups and that progression is taking place
- By supporting staff in developing pupils capability
- By attending appropriate courses to update knowledge of current developments.
- By contributing to the school integrated development plan on an annual basis

Staffing/Staff development

Each class teacher takes responsibility for planning, teaching and assessing the PE curriculum for their class.

All staff take part in professional development to ensure secure subject knowledge and awareness of health and safety procedures. Staff should be comfortable and competent in the area of activity being taught. Staff should indicate where they feel they need support so that appropriate support can be given by either the subject leader, specialist sports coaches or outside providers through INSET. All staff who attend CPD courses must provide feedback/disseminate the information.

Safeguarding

All adults working with children in school are to be checked for appropriate CRB clearance. This includes coaches working for a term at a time as well as staff working on a one off basis or with clubs.

Safety

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

- Children should dress in shorts, tracksuit bottoms and t-shirts.
- Children will work in bare feet for apparatus work.
- Plimsolls are worn for indoor games, trainers should be worn for outside games together with tracksuits if it is cold.
- Jewellery and watches should not to be worn.

- Long hair should be tied back and rigid headbands should be removed.
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.

OSHL Provision

A wide range of regular after school and lunchtime OSHL activity clubs will be established using appropriately trained and qualified staff, to ensure a breadth of provision that provides for all

Community and Club Links

School premises will be made available as part of the Extended Schools agenda where appropriate. The school will make use of their School Sport Coordinator to create links with local sport and physical activity clubs, and will actively sign post pupils to kite marked clubs within the local community.

School Sports Partnership (SSP):

Intake Primary School is a member of the Forge Sports Partnership. We have access to curricular support, competitive opportunities for our pupils and training for staff via the partnership.

As a school, we aspire to the 7 High Quality National Outcomes which guide the work of all SSP's. These are:

- Increased participation in High Quality Physical Education.
- Increased Participation in High Quality Out of School Hours Learning.
- Increased Participation in High Quality Informal Activity.
- Increased attainment and achievement through PE and Sport.
- Improved behaviour and attitude in PE, Sport and whole school.
- Increased participation in competitive and performance opportunities.
- Increased involvement in community sport and improved quality of community life.

Links with other subjects:

PE can link to other subjects, e.g. Literacy, (recount/report/ instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting and graphical representation of data). ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment.

Equality:

All aspects of PE are taught in such a way as to include all children regardless of their gender, background, culture or physical ability. Learning objectives are set in line with our Special Needs and Equality Policies.

Records and Assessment:

Assessment for learning is made through short term (daily/weekly) observations of children's work, through discussion with the children and through their own self-assessment. We also record if children are at the expected level within their year group in all areas of PE on a half termly basis.

Policy Agreements

This policy has been agreed by:

Headteacher

Name:

Date:

Governor:

Name:

Date:
