



# **PHYSICAL ACTIVITY POLICY**

## **Beliefs**

- At Old Palace we believe the school has a responsibility to help students and staff establish and maintain lifelong habits of being physically active. According to the Chief Medical Officer's Physical Activity Guidelines, "In children and young people, regular physical activity is associated with improved learning and attainment, better mental health and cardiovascular fitness and also contributes to healthy weight status... It is important that children aim to minimise the amount of time spent being sedentary and break up periods of not moving with at least some light physical activity".
- In addition, we believe that providing positive experiences of sport and physical activity at a young age can help lay the basis for an active and healthy lifestyle in later life.
- Sport and physical activity also allow pupils to develop a range of positive character traits, such as resilience, endurance, team work, leadership, fairness and self-control.

## **Aims**

Through promoting and providing opportunities for physical activity we aim to:

- Ensure pupils gain an understanding of the importance of exercise to their physical and emotional well-being
- Support pupils in working towards the government recommendation of at least 60 minutes of daily exercise
- Provide a menu of moderate to vigorous intensity exercise daily and a variety of types and intensities of physical activity across the week, to develop movement skills, muscular fitness and bone strength
- Ensure pupils know how to exercise safely, such as the importance of warming up and cooling down
- Encourage a life-long interest in sport and physical activity by providing positive experiences and encouraging sport through healthy competition
- Develop positive character traits and attitudes, such as good sportsmanship and respect for rules and each other.
- Develop staff skills and confidence in teaching physical activity
- Provide a consistently high quality level of physical activity
- Promote physical activity in all aspects of school life, not just with a focus on PE

## **Definition of Physical Activity**

Physical activity is defined as 'any force exerted by skeletal muscle that results in energy expenditure above resting level' and includes 'the full range of human movement, from competitive sport and exercise to active hobbies, walking and cycling or activities of daily living'.

## **Links to Other Policies**

This policy links with school policies on Teaching & Learning, Health and Safety, Behaviour, Healthy Eating, Inclusion and the School Travel Plan

## **Provision of Physical Activity in School**

Physical activity in school is provided through the following;

1. Curriculum Provision and Content

2. Physical Education & Fitness Lessons
3. Physical Activity across the Curriculum
4. Other Provision
5. Partnerships
6. Celebrating Physical Achievements

## **1. Curriculum Provision and Content**

By the end of primary school pupils should know:

### **Physical Health and Mental Wellbeing**

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school and through different forms of regular daily exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

### **Physical Education (PE)**

#### ***Early Years***

**DANCE:** To recognise actions which can be performed to music. to copy, repeat and perform some basic actions to music.

**GYMNASTICS:** To develop confidence in fundamental movements; learn and refine a variety of shapes, jumps, balances and rolls. To link simple balance, jump and travel actions.

**PHYSICAL DEVELOPMENT:** To provide opportunities for children to catch and throw.

#### ***Key stage 1***

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 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***

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be 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

### **3. Physical Education & Fitness Lessons**

A scheme of work is in place, which allows skills to be taught sequentially, so that pupils are able to build on these as they progress through the school. Every child is expected to participate in physical education lessons, with adjustments in place for those with SEND needs.

In EYFS, the learning is mapped out in the half termly overviews and provides opportunities for the skills set out in Physical Development to be taught. Children are given the opportunity to use balls, balance, climb and to learn team games with rules. Activities have been planned to enable children to develop coordination, stamina and movements in different directions.

In KS1 and KS2, the learning is divided into units, which are supported by resources from the PE Hub. The units to be taught are identified on each year group's Curriculum Overview. The children complete two units concurrently during each half term. Activities have been designed to expose children to a range of games and activities and to equitably serve the needs and interests of all pupils taking into consideration differences of gender, cultural norms, physical and cognitive abilities, and fitness levels.

The following timings are in place:

#### Reception

45 minutes, plus daily access to the outdoor area

#### KS1

2 x 50 minute sessions.

#### KS2

2 x 60 minute sessions.

In Spring & Summer in Year 4 and in Autumn in Year 5, one of the sessions will be swimming.

We use a variety of teaching and learning styles in PE lessons. Our principal aim is to increase children's fitness and develop knowledge, skills and understanding of transferable skills. This is achieved through a mixture of whole-class teaching and individual or group activities. Good practice is also modelled with the use of IT (video clips and photos), allowing children to develop ownership of their own physical development and to reflect on their performance. The school

employs a Sports TA, who supports the teaching of PE sessions and at times, the children also benefit from the support of visiting Sports Coaches.

Assessment activities are built into the units to allow teachers to judge the children's progress and the schools tracking system is updated half termly.

Pupils in KS2 also complete a beep test at the start of each term to track their fitness. In addition to PE lessons, all pupils also participate in a **weekly fitness session**, which is led by the Sports TA. In Reception and KS1, the session comprises high energy aerobics. In KS2, the children participate in activities such as running, skipping, jumping and a variety of ball coordination skills. Pupils record their performance and are encouraged to improve on their personal best.

#### **4. Physical Activity across the Curriculum**

**English** Physical Activity contributes to the teaching of English in our school by encouraging children to describe what they have done, using specific vocabulary, and to discuss how they might improve their performance.

**Maths:** Physical Activity contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately.

**Science:** Pupils are taught the importance of regular exercise for good physical and mental health. They also investigate the effects of exercise on breathing and heart rate.

**Personal, Social and Health Education and Citizenship (PSHCE):** Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. They also gain experience in working as part of a team or being a team leader. Physical Activity can also play an important part in promoting a child's self-esteem through positive reinforcement, praise, empathy, competency and teamwork. The schools holds an annual **Health Living Week** each summer which helps to consolidate learning in this area and to promote community engagement through Sport Day events.

**Education Visits:** All classes are expected to attend an educational visit each half term. Where destinations are within 30 minutes walking distance, staff and pupils are encouraged to travel on foot. Other trips, which require the use of public transport, often include walking activities as part of the day.

Pupils in years 3-5 have the opportunity to take part in a **residential visit**. Different locations, all run by the Scouting Association, have been carefully selected for each visit, so that the children get to participate in a range of different outdoor activities during their time at the school. In Year 3, the children visit Thriftwood, in Year 4 Gillwell Park and in Year 5 Mersea Island. Not only do these visits give the children an opportunity to try different activities, such as archery, kayaking, climbing, high ropes and go-carting; they also develop character by encouraging the children to challenge themselves and to show resilience when faced with setbacks.

Pupils in year 6, participate in 'taster' days, which allow them to experience new sports, such as sailing and mountain biking.

## **5. Other Provision**

**Daily Exercise Sessions:** On the days when the children do not have PE or Fitness, they participate in a 15 minute exercise session. In KS2, this takes the form of a 15 minute jog around the local park; in KS1, the children jog laps around the playground for 15 minutes.

**Active Playtimes:** The school's playgrounds are zoned to support the most effective use of space. These include:

- A team games area
- A free flow area where pupils use play equipment, such as hula hoops, skipping sticks, catch cups, velcro pad and balls, skipping & pogo balls
- Outdoor equipment, such as climbing frames, climbing traverse, monkey bars, swings & tyre climb
- Running track (KS2 playground)

A rota is in place to allow the year groups to access each area over the week.

Staff on duty, Mid-day supervisors and the Sports Coach help to engage the pupils in physical activity. Although some loss of playtime time may be appropriate as a behaviour sanction, not all playtime time should be removed (other than in exceptional circumstances where the child may pose a danger to themselves or others)

**Sports Leaders & Playground Friends:** Children in Year 6 have been trained to become Sports Leaders, who support active play in the KS2 playground. Pupils in Year 4 have the opportunity to become Playground Friends who support active play in KS1. These children lead by example, helping to set out equipment and to promote fair play/ goods sportsmanship.

**Breakfast Club:** Our Breakfast club provides a weekly timetable of physical activities, include ball and team games.

**After School Clubs:** The children have the opportunity to participate in a wide range of after school clubs, which provide further opportunities for physical activity. Pupils are able to participate in sports clubs and to enjoy physical activity through taking part in activities, such as dance or musical theatre. Some clubs are designated as gifted & talented to nurture sporting talent; these are sometimes gender specific, such as the boys & girls football teams. The participation of pupils in after school clubs is monitored, and pupils not taking advantage of these opportunities are targeted to encourage greater participation

**Inter-school Sports Events:** The school actively seeks opportunities to take part in inter-school competitions. Examples have included football, cricket and multi-sport events.

**Active Travel:** The school encourages active methods of travelling. There is cycle storage, and cycle safety training is offered annually to all Year 5 pupils

## **6. Partnerships**

### **Parents**

The partnership of home and school is critical in shaping how children and young people behave, particularly where health is concerned. Each must reinforce the other. We aim to support

parents with information and advice around the importance of regular daily exercise, so they are best placed to make healthy choices for their families.

The school has two Parent Health Ambassadors, who have arranged sports activities for parents including Dads' Football and Zumba, Netball & Badminton for mums. The school also promotes physical activity by sign posting resources, local facilities and events through newsletters and coffee mornings.

### **Staff**

The school encourages staff to contribute to and support this physical activity policy across the school day. The school actively promotes physical activity among staff, with events promoted on the Staff Wellbeing board. The school has also negotiated free access to gym equipment at a local secondary school. Members of staff regularly participate in sponsored events, such as the 'Race for Life' to raise money for charities and some teachers have selected a sport/ exercise as their optional appraisal Well Being objective. Staff are also encouraged to use active methods of travelling whenever possible.

## **7. Celebrating Achievements**

We believe it is important to celebrate the children's successes in physical activity to reward their achievements and provide further motivation.

We do this in a number of ways, including through Healthy Living Week trophies and medals, special assemblies, swimming certificates and articles and photos in the school newsletter.

We also have a physical activities display which celebrates the range of activities provided and identifies the child with the best fitness and the most improved fitness, as determined through the year group beep tests in KS2.

### **Health & Safety**

We ensure that all general health and safety requirements apply in Physical Activity lessons and all sporting activities. We encourage the children to consider their own safety and the safety of others at all times.

We expect children to change into their PE kit for PE and fitness sessions and to wear appropriate footwear for all other physical activities. Children should bring their PE kit each Monday; this will be returned home on a Friday to be washed. Jewellery and watches must be removed. Head scarfs must also be removed, but a bandana may be worn instead. Staff are also expected to set a good example by wearing appropriate clothing when teaching PE lessons.

Please see Appendix 1 for a full list of health & safety factors to be considered when teaching Physical Activity

### **Equal Opportunities and Inclusion**

**Equal Opportunities:** We teach Physical Activity to all children, whatever their ability or individual needs. We strive to meet the needs of those pupils with special educational needs,

those with disabilities, those with special gifts and talents and those learning English as an additional language.

**Special Educational Needs:** Assessment against the National Curriculum allows us to consider each child's attainment and progress to ensure that our teaching is matched to the child's needs. Our assessment process looks at a range of factors (equipment, teaching style, differentiation) allowing us to tailor lessons to meet a child's special education needs.

Physical Activity can contribute to a child's targets, as set out in their Education Health and Care Plan (EHCP). For example, this occurs where an individual target is related to physical development or social interaction. Teachers will have regard to such targets when setting tasks for Physical Activity lessons.

For those pupils who have already been identified as SEND or as having an Educational Health and Care Plan (EHCP), the school will ensure all pupils are able to access Physical Activity lessons; this will incorporate adapted and modified equipment, a range of differentiated teaching styles, differentiation of activities and outcomes and working closely with staff.

**Risk Assessments:** We aim to give all pupils access to the full range of activities involved in learning Physical Activity. Where children are to participate in activities outside our school (e.g. a sports event at another school), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

### **Monitoring and Evaluation**

The Headteacher and PE Subject Leader are responsible for the development of the Physical Activity curriculum.

Each Assistant Headteacher will oversee the day to day implementation of the policy within their phase and will liaise with the PE Leader when support or training is required to support implementation. They will also ensure that the participation of pupils in Physical Activity is monitored and a referral made whenever a child misses three consecutive sessions, for example by repeatedly failing to bring their PE kit

The PE Subject Leader will monitor standards across the Physical Activity curriculum, identifying strengths and areas for further development

They will ensure that a range of CDP is provided, such as planning support, team teaching and external training for teachers, including the use of PE Hub. They will also arrange training for Midday Supervisors on promoting play and oversee the training of Year 6 Sports Leaders.

The Deputy Head teacher will work with the school's Parent Support Workers to ensure that parents are provided with the information and support they need to adhere to the policy

The Assistant Head responsible for Health & Safety will oversee aspects related to the safe delivery of Physical Activity sessions.

This policy will be reviewed and updated as necessary, and at least every three years



## **APPENDIX 1 – Safety Considerations within PE Lessons**

- a) Apparatus should not be placed too near walls, radiators etc because of the danger of pupils colliding with them. A suitable distance must be kept between pieces of apparatus, again, because of the danger of collision.
- b) Pupils must be taught to handle the apparatus properly and carefully.
- c) All bolts and other fastenings must be examined to see that they are secure before work begins and while work proceeds.
- d) Adjustments of apparatus to be carried out only with the permission and supervision of the teacher.
- e) No apparatus should be dragged across the floor of the hall - all apparatus should be carried from place to place
- f) Make sure that the floor in the hall is not slippery.
- g) Never hold activities directly into strong light or where the lighting is poor.
- h) Where a number of mats are being used edge to edge see that there is no overlap or a space between the mats.
- i) Ensure that children who are not participating have been set a suitable activity and are sat in a safe place, where they can be adequately supervised while the lesson takes place.
- j) Check that suitable clothing and footwear are worn for all activities. Jewellery must be removed before the start of the lesson and tight fitting head scarves will need to be replaced by a bandana, or similar item, that does not fit around the neck and which will come off easily if caught in apparatus.
- k) Children must change for all activities. Articles worn must include plimsolls, shorts and a T-shirt. For swimming, a swimming costume and hat are required.
- l) Children who do not bring their P.E. kit must change into the spare kit provided in the Medical Room. If this is not available the child should attend the lesson, sitting out the activities in a safe place, while the lesson continues. A record should be kept of children who repeatedly forget kit and this will be collected termly by the Well Being Leader

### SAFE HANDLING

- Lifting Heavy Apparatus: Teach the correct method of using a straight back and bent knees.
- Check: Encourage children to sit down when they have positioned their apparatus. Never begin to use it before it has been checked.
- Carrying: Children must carry equipment looking in the direction they are travelling. If they cannot see where they are going, a collision might result.
- Safety: Encourage children to criticize the placement of their apparatus from the safety point of view e.g. Is the landing area safe, is it too close to the wall? etc.

### HANDLING AND STORING

- Apparatus should be regularly checked to see that it is in good working order and that no risk is incurred through faulty apparatus. Check that all moving parts are moving smoothly.
- Apparatus in need of repair should be marked accordingly and put away where it cannot be used until repaired.
- Apparatus should be stored neatly and safely and must not present danger whilst in use.
- Apparatus should be accessible to children who are going to use it and handle it.
- Apparatus stored neatly and safely around hall, rather than in one designated area.
- Labels indicate where each piece of apparatus is to be stored.