



Physical Activity & PE Policy

This policy should be read in conjunction with: Curriculum Policy, Assessment Policy, SEN and Inclusion Policy, More able Children Policy and the Teaching and Learning Policy.

***"Sport has the power to change the world. It has the power to inspire. It has the power to unite people in a way that little else does."
Nelson Mandela 2000.***

Agreed at: Full Governing Body

Date: 10th February 2016

Review: Spring Term 2019

Signed: M. J Potter

WESTWOODSIDE CHURCH OF ENGLAND PRIMARY ACADEMY

PHYSICAL ACTIVITY AND PE POLICY

1. Vision

Westwoodside Church of England Academy believe that healthy, active children achieve more. We want every child to:

- be competent and confident physically
- have a competitive spirit
- be committed to maintaining a healthy, active lifestyle

A key reason why we invest in and value PE and school sport, is the wider benefits we believe it brings in developing the 'whole person' and developing a 'culture of success'.

At Westwoodside Church of England Academy staff members, Governors, families and pupils understand that competitive sport is not an optional extra; it is a key component in building pupils' self-esteem, confidence, the school ethos and academic excellence.

All staff provide a well-rounded education for all children underpinned by our Christian values of:

- Compassion
- Respect
- Love
- Honesty
- Friendship

Our PE and Sport Programme in-stills these values, along with the qualities of hard work, commitment, self-discipline and resilience. The aim is for these personal qualities to be applied in all aspects of school life, including in pupils' academic studies, whilst having positive effects on behaviour and attendance.

At Westwoodside, all pupils are expected to participate in intra-school sport competitions and the vast majority in inter-school competitions.

The Youth Sport Trust is encouraging all schools to focus their attention on three areas:

- PE
- Active Lifestyles
- Competitive Sport

2. Aims

1. To promote a healthy and fulfilling lifestyle by developing self-motivation to take part in physical activity outside school as recreation:

- by developing a positive attitude and interest in a wide range of physical activities.
- by raising awareness of issues regarding health related fitness.

2. To contribute to the physical development of each child: strength, fitness, speed, gross and fine motor skills.
3. To contribute to the intellectual development of each child.
4. To help establish the individual child's self-esteem and confidence. To develop social skills: co-operating in groups, playing fairly to rules, mixing with children from other schools.
5. To ensure every child has the opportunity to take part in after school sports clubs, as well as external competitions and tournaments.

3. Early Years Foundation Stage

Physical development within the EYFS framework is one of three prime areas for learning. The two related early learning goals are:

Expected

- Moving and handling - children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care - children know the importance of good health, physical exercise, a healthy diet and talk about ways to keep healthy and safe.

Exceeding

- Moving and handling - children can confidently hop and skip in time to music.
- Health and self-care - children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing to fasten buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have unlimited access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

4. 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.

5. 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. 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.

6. Inclusion

Inclusion in Physical Education means that all children have access to and are given confidence in all areas of the PE curriculum, regardless of race, gender and ability. We should aim to create an environment in which all children learn to respect and value each other and each other's interests. This can be achieved by employing the following strategies:

- Mixing groups in terms of gender and ability.

- Structuring activities so all are fully involved. For instance, a team cannot score in a bench ball game until all the team has touched the ball.
- Giving all the children an opportunity to share their work for instance, allowing time at the end of a gymnastics lesson for the whole class to perform their sequences.
- Considering the needs of children with physical or learning difficulties and taking the necessary steps (by enlisting extra help, adapting equipment or differentiating tasks) to ensure they have equal access to the curriculum.
- Considering ways in which to support ESL children for instance, simplifying language, using other children to translate, or demonstrating rather than speaking.
- Recognising the dangers of stereotyping for example, expecting dynamic work from boys in gymnastics and neat and controlled work from girls.
- Recognising the need to extend more able pupils and if necessary, referring them to the subject leader and gifted and talented co-ordinator. They may then be further extended.
- Having a stock of spare PE kit and footwear to ensure that all pupils are able to participate.

7. Health & Safety

- Pupils are taught how to improve their own abilities to assess risks.
- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible.
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- PE apparatus is checked annually however, all staff should make visual checks before lessons and record their findings.
- The Subject Leader makes termly visual checks for wear and tear and the security of major items and record their findings. All staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting hockey sticks above the waist, not jumping or running in front of others, etc.).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. The wearing of earrings if not permitted during PE.
- Pupils wear suitable footwear when travelling to and from the hall.
- Spare PE kit is provided by school to ensure maximum participation in lessons.
- Verrucae should be covered with a plaster if a pupil is participating in a hall activity that requires bare feet.

- Staff should be aware of and refer to the Safe Practice in PE (2012) manual for clarification of any Health & Safety procedures.

8. Assessment, Recording and Reporting

- Teachers assess children's work through formative feedback as they observe them working during lessons.
- Assessments are made and recorded at the end of each module. This information is then given to the next teacher at the end of each year to inform future planning.
- The children are encouraged to assess themselves and each other in order to improve their performance and level of skill.
- These assessments are recorded and reported to parents/carers as part of the progress discussion at Parents Evening and in Annual reports.
- Photographs to be taken for evidence for displays and Subject Leader file.
- Video evidence will be filmed and shared with the children within lessons to highlight strengths and areas of improvements.

9. Monitoring

PE is monitored termly. The Subject Leader looks at planning and will observe lessons. When appropriate, it is also possible that the Subject Leader will seek the support of a Specialist to evaluate particular areas of the curriculum. We actively seek the recommendations and feedback of Physiotherapists and Occupational Therapists working with the school.

10. Extra-Curricular

We aim to encourage all children to participate in after school clubs and their opinion is sought as to the type of clubs they would like to have in school.

11. CPD

- The Subject Leader will have access to specific training to support and develop their role.
- All staff will be encouraged to attend courses and review resources alongside the Subject Leader.
- The Subject Leader will have a program set out through the year to support staff. This will be targeted to newly qualified teachers, new staff and in areas where existing staff feel less confident.
- Audit conducted at the beginning of each year to assess staff confidence.

12. Links to other agencies

North Lincolnshire Schools Sports Network
Association for Physical Education (AFPE)

The school continually seeks to improve links with local clubs and teams.