

St Peters R.C Primary School Physical Education and Activity Policy

Rationale

At St Peters R.C Primary, Dagenham, we have a responsibility to help pupils and staff establish and maintain a healthy lifestyle. Regular physical activity is one of the most important ways people can maintain and improve their physical health, mental health and overall wellbeing. It is important that pupils are given opportunities to participate in a range of enjoyable physical activities at an early age so they are more likely to continue being physically active throughout the rest of their lives. The planned use of the PE and Sport's funding will be extremely effective in improving and sustaining high quality PE and sports provision.

Aims of Physical Education and Activity

- To promote the physical, mental and wellbeing benefits of physical activity to the whole school community.
- Develop and extend all children's physical ability, promoting enjoyment, confidence and competence, regardless of race, gender, background or ability.
- Provide opportunities for children to solve problems, plan and evaluate actions, so as to refine performance.
- Develop children's social ability to work with others and communicate effectively, demonstrating positive, competitive attitudes and behaviour, showing a sense of fair play.
- To ensure pupils are aware of the link between physical activity and healthy eating for a healthy lifestyle.
- To promote the celebration of sporting events.
- To improve the quality and breadth of Physical Education and Sport.

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'.

Definition of Physical Education

Physical Education is planned, progressive learning that takes place in school curriculum timetabled time, which is delivered to all pupils. This involves both "learning to move" (i.e. becoming more physically competent) and "moving to learn" (learning through movement, a range of skills and understandings beyond the physical activity, such as co-operating with others). The context for learning is physical activity, with children experiencing a broad range of activities, including games, gymnastics, dance, swimming, athletics and outdoor adventure activities (OAA).

Teaching and Learning- Equal Opportunities and Inclusion

At St Peter's we strive to deliver a broad and balanced curriculum that, through variety and challenge, entuses students to acquire the skills, fitness and knowledge to follow a healthy lifestyle from school to community. The curriculum will meet the needs of all abilities and recognises issues surrounding students from varying genders and students with SEND. We follow the scheme of work, 'Complete P.E'- an online planning and assessment resource which provides teachers with lesson plans and resources to support the delivery of high quality P.E. The scheme outlines a clear success criteria set against age related expectations and ensures all learning outcomes are achievable, which provides a simple and accurate system for teachers to monitor progress and attainment. The scheme ensures complete inclusion by suggesting games and equipment that can be adapted to meet the needs of children with SEND. The curriculum clearly maps out the skills progression that each child will make, by clearly building on the skills

they acquired the previous year. Every pupil in each year shall participate in regular physical education for the entire school year. We use both playgrounds, our 4G Astroturf pitch and both halls, for inside activities such as gymnastics and dance. All pupils participate in physical PE activity twice a week and Year 3 attend swimming lessons in the Summer Term.

Assessment

Pupils are assessed every half term within their current topic in Physical Education, against specific progression skills that relate to their age and previous attainment. The assessment criteria has been carefully selected by our scheme, 'Complete P.E' and requires teachers to observe and input their judgements which are then stored within the 'Complete P.E' system. Teachers are also required to formatively assess pupils through observations and questioning during every P.E lesson, in order to inform further planning.

Extra-curricular Physical Activity

Pupils have a diverse choice of activities in which they can participate in, which include competitive and non-competitive, structured and unstructured physical activities. All of the activities are supervised by members of staff, qualified coaches or specialist instructors. An additional member of school staff is always available in case support is required. As well as taking part in extra-curricular activities within school, we are also part of a cluster of schools within the local borough of Barking and Dagenham and within that cluster we regularly compete in a variety of sporting fixtures, tournaments and festivals against other schools. We also actively encourage pupils to attend local sports clubs, of which we have good links with. As well as taking part in extra-curricular activities, pupils have opportunities to take part in a number of other physical activities, such as bike ability, which is a cycling course for pupils to take part in. Throughout the academic year, we provide pupils with opportunities to participate in a wide variety of sports led by athletes and professional coaches who come into the school to lead workshops. Every year group has the opportunity to attend school trips that often involve physical activity and our year 5 and 6 pupils participate in a number of Outdoor Adventure Activities during their residential trip in the spring term. As a whole school, we also take part in 'Walk and Cycle to School Week', which encourages pupils and parents to walk and cycle to school, as well as our Infant and Junior Sports Days, in which all pupils participate in fun, competitive sporting events at a venue off-site. We continue to promote physical activity within our whole community by inviting parents into school for fun fitness activities. We also offer school holiday camps that involve physical activities as well as games and crafts. We also seek to promote physical activity within our school faculty and take part in sport and fitness after school and during the weekends.

Lunchtime activities

Our school has playgrounds, playground markings, new 4G Astroturf and play equipment for free play. Midday supervisors engage and encourage pupils in physical activity at lunchtime.

Differentiation

Physical activity provision within our school is developmentally appropriate and a variety of teaching and learning approaches and organisational management are adopted to ensure that:

- Tasks are matched to pupils of different abilities, needs and interests by balancing challenge with the likelihood of success
- Pupils at different starting points all make progress
- The achievement of all pupils is maximised by providing variations in tasks, resources, support and group structure.

Health and Safety Guidelines

To be followed throughout the whole school:-

- Regular checks and risk assessments should be made by all teachers, as well as ongoing risk assessments which are being made every day, e.g. annual safety checks and repairs, but staff should check apparatus and equipment as it is being taken out and used in every lesson. If a problem is identified it should be immediately taken out of use and reported to the PE co-ordinator/subject leader.
- A lesson plan should be available for every lesson and the teacher must be dressed appropriately with suitable footwear and clothes which allow freedom of movement and are safe for the environment.
- Children must wear appropriate kit, which consists of a T-shirt and shorts, tracksuit during cold weather, short socks and plimsolls. Hair should be tied back and no jewellery is to be worn. (Newly pierced ears should be covered with tape brought from home).
- Parents to be made aware of necessity for PE kit on each PE day.
- PE kits should be in a labelled bag and kept in school during the school week. Children will take PE kits home on Fridays to be washed. PE kits to be brought back to school on Monday.
- If a child does not have their PE kit, then they are not permitted to take part in the PE lesson.
- Games lessons are conducted outside if it is dry. Individual teachers must judge whether the temperature outside will affect the children or the lesson. If it is particularly hot or cold, the lesson may be shortened or adapted. For example:
 - On hot days, the teacher may try to conduct the lesson first thing in the morning. The children should be offered a drink at the end of the lesson.
 - On particularly cold days, the children should wear a navy tracksuit outside. If it is raining heavily or there is snow or ice on the ground the teacher will do the PE lesson in the hall if available or, if no hall is available, the children will complete aerobic/energy activities safely in the classroom.
- The indoor surface should be clean and splinter-free so that the children can work bare feet. Children must not wear plimsolls when climbing on indoor equipment. Working in socks and tights is not permitted.
- Gymnastic equipment should be easily accessible and spread safely around the hall to allow for its safe and efficient handling by the children.
- Floor markings for games should be sufficiently far away from fences and walls to prevent accidents.
- Pupils should treat apparatus with respect, being taught how to lift, carry and use equipment safely and should be encouraged to take a responsible attitude to their own and others safety.
- No chasing games should be played on the apparatus.
- Pupils should respond to the signals and instructions given.
- All off-site activities are risk-assessed by a member of staff and kept on file.
- All coaches are DBS checked and First-Aid trained with copies of their certificates held in the main office.

This policy is a working document will be reviewed every 2 years.