Broadbent Fold Primary School and Nursery

Physical Activity Policy

The main aims of this Physical Activity policy are:

1. To support the Government recommendations of at least 60mins of daily exercise for pupils, by providing as much physical activity as possible within the school day. Physical activity (PA) will be promoted through the 'The Daily Mile', active break times, extra-curricular PA clubs, active lessons and active travel to school

2. To develop staff confidence in supporting a physically active school

3. To promote the importance of a healthy lifestyle to all pupils

4. To encourage sport across the school through healthy competition

5. To provide a consistently high-quality level of PA

6. To promote PA in all areas of school life, not just with a focus on PE

Context

In children and young people, regular physical activity is associated with improved learning and attainment, better mental health and cardiovascular fitness, also contributing to healthy weight status.

Children and young people should engage in moderate-to-vigorous intensity physical activity for an average of at least 60 minutes per day across the week. This can include all forms of activity such as physical education, active travel, after-school activities, play and sports. Schools should provide 30 mins of that 60 mins per day.

Children and young people should engage in a variety of types and intensities of physical activity across the week to develop movement skills, muscular fitness, and bone strength.

Children and young people should aim to minimise the amount of time spent being sedentary, and when physically possible should break up long periods of not moving with at least light physical activity.

CURRICULUM, PROVISION and CONTENT

Physical Health and Mental Wellbeing (Statutory)

By the end of primary school pupils should know:

- Physical health and fitness
- 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, a daily active mile or other forms of regular, vigorous 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) (Statutory)

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 Teaching and learning

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 in PA. This is achieved through a mixture of whole-class teaching and individual or group activities. Good practice is also modelled with the use of ICT (video clips and photos), allowing children to develop ownership of their own physical development.

There are a wide range of resources to support the teaching of PE across the school.

Physical Literacy

PA contributes to the teaching of Literacy in our school by encouraging children to describe what they have done, using specific vocabulary and to discuss how they might improve their performance. Talk for learning and opportunities to assess speaking and listening skills are used when teaching PA. Mathematics PA contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately. Teachers should encourage the discussion of Maths within PA when it is suitable.

Personal, Social and Health Education (PSHE) and Citizenship

PA contributes to the teaching of PSHE and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make 5 informed choices about these things. They also gain experience in working as part of a team or being a team leader. PA can also play an important part in promoting a child's self-esteem through positive reinforcement, praise, empathy, competency and teamwork.

The school aim to make lessons physically active where possible to ensure they are as fun and engaging and to promote an active learning approach.

MONITORING, EVALUATION and ASSESSMENT

Assessing PE In line with our Assessment for Learning Policy, we plan the PE activities so that they build upon the prior learning of the children. Whilst there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area; there is also progression planned in each lesson, so that the children are increasingly challenged as they move up through the school.

Subject monitoring

The coordination and planning of the PA curriculum is the responsibility of the subject leader and the Sports Coach who also:

- Supports colleagues when they need to teach, by keeping informed about current developments in PA and provides a strategic lead and direction for this subject
- Helps to identify opportunities for cross-curricular links

- Presents an annual summary report to the Head teacher in which the strengths and weaknesses in PA are evaluated and areas for further improvement indicated
- Reviews and updates this policy as necessary, and at least every three years

OTHER PROVISION

The Daily Mile

Our school has signed up to carry out The Daily Mile, a national campaign with the aim of tackling obesity and increasing the amount of daily physical activity carried out by pupils and staff on a daily basis. The Daily Mile is an initiative which aims to get pupils to start participating in physical activity on a daily basis. The school has a track marked out where pupils can do a minimum of 5-10 laps and this takes place in a 15min turnaround from desk to desk. Schools report improved behaviour and concentration in the classroom after completing The Daily Mile.

Extra provision

We provide a range of PA-related activities for children at the end of the school day. These encourage children to develop their skills in a range of activity areas. The school sends details of the current club activities to parents and carers at the beginning of each term.

Competition & Extra Curricular

The school also aims to play regular fixtures against other local schools as part of their School Games commitment. This introduces a competitive experience to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children.

Active Travel

The school also supports and encourages Active Travel to school. We are engaged with the local Schools Active Travel Officer and support various Active Travel strategies such as WOW and Modeshift.

Creating Active Schools

The school is part of the Creating Active Schools (CAS) project across Tameside led by Tameside School Sports Partnership. This will aim to identify strengths and weaknesses in policy, environment and our approach to support getting more children active.

EQUAL OPPORTUNITIES and INCLUSION

Equal opportunities

We teach PA to all children, whatever their ability or individual needs. PA forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PA teaching, we provide learning opportunities that enable all pupils to make good progress. 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 (SEND)

If progress falls significantly outside the expected attainment markers in the national curriculum, the child may have special educational needs. Our assessment process looks at a range of factors (equipment, teaching style, differentiation) so that we can tailor the lessons to meet the special education 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. Necessary intervention will be put in place to make sure all children can perform the basic Fundamental Movement Skills (FMS). The PA teacher will deliver this intervention and monitor progress made. PA 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 PA 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 PA lessons in line with the Equality Act and disability rights, this will incorporate adapted and modified equipment, a range of differentiated teaching styles, differentiation of activities and outcomes and working closely with staff.

A differentiation acronym that can benefit lesson planning is to use **'STEP'** – Space, Task (or outcome) or Time, Equipment and People (to offer support, or to increase difficulty e.g. 1 vs 1 compared to 2 vs 1 in football. The school will work closely with SENCO's, Classroom Assistants, the child's parents and the child themselves to personalise their learning within PE.

RISK ASSESSMENT

We enable all pupils to have access to the full range of activities involved in learning PA. 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.

HEALTH and SAFETY

Lessons

We ensure that all general health and safety requirements apply in PA lessons and all sporting activities. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PA into the agreed clothing for each activity area.

The head teacher, governing body and PA leader expects all staff to set a good example by wearing appropriate clothing when teaching PA.

Clothing

Children wear their PE kit to school on the days they are having PA. The PE kit consists of: white or blue t-shirt, shorts / tracksuit bottoms / leggings, appropriate footwear (trainers / plimsolls) and a long sleeve tshirt / jumper if weather is cold. Football strips will not be accepted as a PE kit and the jumpers must not have a hood or any zips. All clothing should be plain with no logos. Headscarves are not to be worn during PA

Jewellery

No potentially dangerous jewellery is to be worn for any physical activity by staff or by children. As health and safety is very important when taking part in physical activities, watches, jewellery or earrings should either be removed or covered.