



Rush Green Primary School

Physical Activity Policy



Aims and Objectives

At Rush Green Primary School Physical Education forms an important part of the education of each pupil.

P.E. is about encouraging physical literacy and developing a lifelong love of sport. We aim to promote: Be active, Be Happy, Be Healthy. As Barking and Dagenham is recognised as a high area of deprivation and has the highest obesity rate in England amongst 10-11 year olds, (31.7% of year 6 children in Barking and Dagenham are obese) we feel it is important to do what we can for our children in our school.

The aims of Physical Education at Rush Green Primary School are:

- To encourage lifelong involvement in physical activity by providing a base from which students will develop an eagerness to take part in and out of school activities to develop physical skills, a healthy lifestyle, improve learning capacity and support mental health for all.
- To develop fair play through cooperation, collaboration and competition and manage varying levels of success in competitive and co-operative situations and retain a proper sense of perspective in competition.
- To provide equal opportunities for all children regardless of their race, gender, background, level of need or ability, thus providing a programme of study that is inclusive, challenging and enables all children to achieve their full potential, through curricular and extra-curricular sessions.
- To show an awareness, knowledge and understanding of safety when participating in physical activity.
- To challenge children, encouraging children to challenge themselves providing open ended tasks the chn can self- differentiate through STEP.
- To promote good quality P.E. lessons through teacher voice, pupil voice, lesson observation/ coaching.
- To increase the amount of time children spend participating in physical activity in curriculum time and in clubs.
- To expose children to positive role models in sport.
- To increase the opportunities for participation in a range of sports.

Curriculum

Each child at Rush Green Primary School receives a minimum of 2 hours of taught Physical Education curriculum time per week. The teaching of the Physical Education curriculum is broken into the following areas of activity:

- Dance
- Gymnastics
- Games
- Athletics
- Swimming

In accordance with the National Curriculum, one hour of P.E. per week is used for swimming sessions in a KS2 class (Year 5). Each class attends swimming at Becontree Heath Leisure Centre on an eight week basis. Participation is compulsory. All pupils are required to learn how to swim.

In KS1, 2 half terms will be spent teaching gymnastics, 2 half terms will be spent teaching dance and 2 half terms will be spent teaching games. The placement of this within the year can be determined by the Year Group Leader to allow for more cross curricular links, however, all areas must be covered.

In addition to this we encourage an extra 30 mins a day through clubs (secret fit club to target LA), active play, active learning and brain breaks, competitions in and out of school and whole school sporting events.

Planning and Progression

Early Years

The Early Years curriculum at Rush Green is based on the educational programmes in the **EYFS** statutory framework, Development Matters and the needs and interests of our children. We develop a curriculum that provides opportunities for children to explore and develop their gross and fine motor skills, both in formal learning opportunities as well as through the use of our environment.

In Reception, we begin formalised PE lessons in the Summer term. We use the spiral to plan progressively in order for our children to reach our expectations for end of year in readiness for KS1.

Year 1-6

Each year the children will follow the schools agreed Physical Education scheme of work- PE spiral which is designed to focus on skills and knowledge in early years and increasingly applied as they go through ks1 and ks2 in preparation for transition into ks3. The medium-term planning documents indicate the activities that children will be involved with during the half-term. Individual members of staff will amend the short-term planning for pupils, based on their knowledge of the children's ability.

Our spiral is our main teaching tool, however teachers can use schemes such as Complete P.E. and tops resources to support. Books and other teaching resources are kept in Cheryl Tracey or Nicola Seabrook's room and should be utilised when planning a P.E. unit to ensure a balanced and appropriate unit of activity is delivered.

The PE team are part of the Barking and Dagenham Sports partnership and receive extra training with the borough and YST. As well as this the PE staff deliver regular insets to staff.

Non Participation in P.E. Lessons

Children should only miss P.E. lessons on health grounds if this is requested by their parents or guardian either by direct contact with the school or in a note to the teacher. Where possible, children not able to participate in P.E should take on a supporting role within the lesson, such as scoring, coaching or providing feedback to their peers.

Parents of children who persistently forget their P.E. kit should be reminded of the importance of P.E. and spare kits are kept by year group leaders.

Special Needs

Wherever practical, provision will be made for children with special educational needs where it affects their performance in P.E. Lessons should be adapted to provide access for all students. Conversation should involve students – what do they think they can do? Could they change any of the activities? Have a go? Adapt? STEP. Where additional support is required this should be discussed with P.E. Team/ SLT. Aim to involve every child to their maximum physical potential.

Equal Opportunities

The Governing Body will ensure compliance with current legislation regarding Equal Opportunities.

All pupils at Rush Green Primary School will be given equal opportunities to access the P.E. curriculum regardless of race, sex, religion, ethnic group, culture or ability (including more and less able pupils).

A well-balanced and planned P.E. programme should meet the physical and social needs of all pupils thus allowing all children across the ability spectrum to succeed.

By setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment, teachers will create a positive and achievement orientated learning environment.

Parental Involvement

The parent body is seen as an important stakeholder in the school community and parental involvement is welcomed. Consultation with parents will take place when necessary and appropriate. Regular parents' evenings and other meetings are held when changes to school policies can be discussed. School policy documents are an important point of reference and are made freely available to parents on request.

Assessment

Assessment in P.E should provide opportunities for pupils to assess their own performance through talk and observation of peers STEP. They should be encouraged to recognise ways of improving skills and make positive comments on their own and others work. Within each

lesson bibs are used to assess the whole child- physical, emotional, cognitive and social to feedback, challenge and support during the lessons.

Baseline assessments are carried out twice each year in each class with results recorded by teachers. Teachers are encouraged to take chn on half termly runs and record their results to monitor children's fitness in line with the N.C.

Assessment in PE is ongoing and formative.

Dress Code For Pupils

It is expected that children will wear the school P.E kit during lessons.

This includes:

- White T shirt
- Navy blue or black shorts
- Black plimsolls ks1/trainersks2.

The pupils can work with bare feet or plimsoles indoors during floorwork and gymnastics.

Tights must not be worn- however leggings or longer bottoms are permitted.

In outdoor P.E lessons, when it is cold, tracksuits may be worn. No hats, gloves or scarves.

No Hoodies (Health and Safety).

Long hair must be tied back and all jewellery must be removed. Religious reasons bangles may be permitted. No earrings- (tape not allowed) Health and Safety

Religious/ cultural or scioial reasons – arms/ legs may be allowed to be covered and hijabs be worn (conversation with parents about special sport hijabs).

Staff

Staff can come to school suitably dressed. They can wear trainers and dress comfortably for the P.E lesson. All staff must wear appropriate footwear for P.E lessons.

Use and Storage of Apparatus

Large apparatus is stored in the halls and the children are taught how to move and lift the apparatus safely. Games equipment is stored in the outdoor P.E container and in the Key Stage 2 hall cupboard.

New members of staff

Any new members of staff including ECTs and RQTs will be shown how to use, move and store all apparatus. When teaching PE lessons in the hall, supply teachers should not be using any large apparatus for health and safety reasons due to lack of regular inhouse CPD. Teacher training students need to be with a teaching member of staff during a P.E lesson. They should not be left alone with children during apparatus, dance and games lessons.

Supply teachers expected to teach. Signed appropriate paperwork and have class info.

Extra-Curricular Activities

We are committed to recognising the importance of physical activity of children outside the curriculum. We believe that links with local sporting clubs and organisations such as Barking and Dagenham College, B and D Sports partnership, Eastbrook secondary feeder school, Rushgreen Dragons, local sports specialists and the provision of extracurricular activities organised by the school is a positive experience. Sport clubs run daily after school, lunch and before school in a variety of sports.

Pupils are given opportunities to represent Rush Green Primary School in various sporting events throughout the local community as well as various intra school activities that operate during school hours such as whole school Mass Dance, Whole school mini marathons and competitions linked to global competitions such as the women's world cup football or Wimbledon Tennis. Students are encouraged to participate in these, where possible, to further promote an awareness of the value of physical activity.

We actively work with the school games programme based at Barking Abbey School and encourage the development of competition through Inter/ Intra School competition.

Use of ICT

ICT should be used throughout the P.E curriculum, particularly to assist the pupil's self-evaluation. For example through:

- Effective use of the interactive whiteboard in classrooms to stimulate interest and motivation and to promote discussion of progress in previous lessons and targets for improvement before pupils moved to the working area.
- Using still and moving images with pupils to analyse their movement. The school has limitations on how images and recordings are taken and held- see school's Acceptable Use Policy,

- Teaching assistants recording and evaluating performances with digital cameras/ I pads. Students should be encouraged to watch back performances and start to develop critical analysis.
- Recording performances to indicate pupils' progress.
- Pupils' use of laptops in gymnastics to view their work on sequences that had been captured on digital camera in the previous lesson, enabling them to discuss how they might improve the quality of their performance.

Health & Safety

Physical Education is by its very nature a challenge to growing children. Pupils will be placed in situations where risk of an accident or injury is ever present. Therefore it is important for teachers to be aware of the importance of safety and to plan it in their work so as to minimise the risk of accidents to both pupils and teachers. The following list is a general outline of safe practice in P.E. more detailed, subject specific guidelines can be found in the 'Safe Practice in Physical Education and School Sport' document.

- All forms of physical activity should be preceded by an appropriate warm-up.
- The pupils must be given tasks which are challenging, but within the scope of their ability.
- Teachers must carry out a risk assessment of all equipment before use and give pupils disciplined strategies for safe handling of the equipment whilst the work is in progress and safe storage when the work is complete.
- Appropriate levels of lighting must exist to facilitate a safe working environment.
- The surface that the pupils are expected to work on should be clean and free of litter or other hazards that could cause an accident. The teacher should pay special attention to the suitability of the surface, after the floor has been polished in the hall and after rain on the playground or on the grass as this may make the area too slippery to be safe.
- All jewellery, watches and religious symbols should be removed.
- Pupils are not allowed to partake in P.E. with earrings- earrings are not allowed to be taped.
- Long hair should be secured as appropriate to the activity at all times.
- Appropriate clothing must be worn by pupils and staff.
- The teacher must ensure the preservation of body heat after hard physical exercise and use good methods to cool down pupils after such exercise.
- The teacher must be aware of any medical condition which may affect physical ability (e.g. diabetes or asthma) and make the appropriate adjustments in planning and

implementation of the lesson to allow pupils who suffer from any conditions to take part actively but safely/ extra adults/carry medical boxes.

- For health and safety reasons, teachers may physically guide children during lessons in order to develop their skills. E.g. correcting a child's position during a gymnastics lesson.
- Staff should have a working knowledge of First Aid and know when and how to summon qualified First Aid assistance. SOS cards are located in all of the halls, if teaching P.E outdoors then staff should take the SOS card from their classroom with them.

Risk Assessment

The P.E. Co-ordinator is responsible for carrying out a thorough risk assessment of sporting equipment and facilities. Regular checks and risk assessments are made by all staff involved in delivering the P.E. curriculum, these checks are ongoing. Risk assessments should also be carried out on any facilities that are used for sporting activities outside of the school grounds. If attending an out of school event risk assessments can be requested from organisers.

Annual safety checks and repairs are carried out on gymnastic equipment by an external company and staff should check apparatus when it is being taken out for use in lessons. If a potential hazard is identified it is immediately taken out of use and reported to the P.E. coordinator.

Monitoring and Evaluation

The monitoring and evaluation of the P.E. curriculum will be carried out in the following ways:-

- By the P.E. co-ordinators meeting with SLT/ school governors reports/ year group leaders/teachers/ SIP on website/ P.E improvement plan on website and external coaches to discuss their plans.
- Action plan and regular P.E. meetings.
- Learning Walks and pupil voice- including boys, girls, LA active pupils, G and T pupils, SEND and representations from cultural minorities.
- Class registers for extra curricular clubs
- School Register for Active 30 mins
- CPD for staff who require it with P.E. specialist
- Staff questionnaire/ needs analysis- Annually
- Share Yearly overview.
- Supporting colleagues in the teaching of P.E. by PE specialist, being informed about current developments in the subject/ attending sport borough meetings.

- By evaluating the strengths and weaknesses of the subject and identifying areas that need further development.
- Regular sports council meetings.

Appendices

2. Physical Activity Guidelines for Children

The Physical Activity guidelines for children and young people are relevant to those aged from 5 to 18 years. Physical activity is associated with better physiological, psychological and psychosocial health among children and young people. Global and UK specific evidence has shown that boys are more active than girls at all ages and that physical activity levels decline through childhood into adolescence. As such, ensuring the all children are as active as possible throughout childhood is important for current and future population health.

Physical activity guidelines for children and young people aged 5-18 years:

- Children and young people should engage in moderate to vigorous 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.
- Children and young people should engage in a variety of types of 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

For more information on the UK Physical Activity Guidelines for Children and Young People please refer to: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>

In 2019, the Government published a School Sport and Activity Action plan which sets out an ambition that children and young people should get 30 minutes of their daily physical activity through the school day and 30 minutes outside of school. The PE and Sport Premium helps primary schools to achieve this, providing funding to make additional and sustainable improvements to the quality of PE, physical activity and sport offered.

For more information on the School Sport and Physical Activity Action Plan please refer to: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/848082/School_sport_and_activity_action_plan.pdf

For more information about the PE and sport premium for primary schools please refer to: <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

For details of how we have spent our PE and Sport Premium Funding to make additional and sustainable improvements to the PE, sport and physical activity we offer please refer to:

Pe premium on school website

For nurseries attached to primary schools, there are a different set of guidelines for children under the age of five. Physical Activity Guidelines for under 5s:

- Infants (less than 1 year):
 - Infants should be physically active several times every day in a variety of ways, including interactive floor-based activity e.g. crawling
 - For infants not yet mobile, this includes at least 30 minutes of tummy time spread throughout the day while awake (and other movements such as reaching and grasping, pushing and pulling themselves independently, or rolling over); more is better
- Toddlers (1-2 years):
 - Toddlers should spend at least 180 minutes per day in a variety of physical activities at any intensity, including active and outdoor play, spread through the day; more is better
- Pre-schoolers (3-4 years):
 - Pre-schoolers should spend at least 180 minutes per day in a variety of physical activities spread throughout the day, including active and outdoor play. More is better; the 180 minutes should include at least 60 minutes of moderate to vigorous activity.

For more information on the UK Physical Activity Guidelines for Under 5s please refer to: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>

Schools have an important contribution to make in encouraging and providing opportunities for children and young people to take part in physical activity, especially as in term time this is where children and young people spend most of their day.

Signed: Head Teacher
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