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**PHYSICAL ACTIVITY POLICY**

*Like the phoenix we*

*Rise to our challenges*

*Strengthen our Learning and*

*Shine in our community*

*At Wembley Primary School we have the right to:*

*Article 28 and 29: Education*

*Article 19: Be Safe*

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| --- | --- | --- |
| Reviewed | Approved by | Date of next review |
| 15.10.19 | Governors | October 2021 |
| Completed by: Simon Barr (Deputy Head) |

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**Our Vision**

Our school’s vision puts the child at the centre of everything we do; we aspire to provide an outstanding school where all of our children reach their full potential.

**Introduction**

At Wembley Primary School we are committed to providing all children opportunities to engage in Physical Education both within the school curriculum and through our offer of lunch-time and after school activities. We recognise the vital contribution of physical education to a child’s physical, cognitive, social and emotional development as well as the role it can play in a child’s spiritual, moral and cultural development.

This policy reflects our School’s values and philosophy in relation to the teaching and learning of PE. It has been developed through a process of consultation with school staff and governors.

Through the government funded Sports Premium, where possible, the school will provide opportunities for pupils to work with PE specialists. The funding will support PE training by providing opportunities for teachers to work alongside specialist

teachers. Organising, leading and participating in sporting competitions with others schools, with a view to increasing the participation from our least confident and least active children.

Widening range of sport, experience and opportunity within PE

**Curriculum Aims**

* We aim to foster children’s interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.
* We aim to provide a broad and balanced P.E. curriculum to aid children’s increasing self-confidence in their ability to manage themselves and their bodies within a variety of situations.
* We believe that through the variety of opportunities that PE offers, children can develop a sense of personal achievement, fair play, teamwork and an understanding of the ways in which sport can transcend social and cultural boundaries.
* We encourage children to develop their creative and expressive abilities, through improvisation and problem-solving by selecting, linking and applying skills, tactics and compositional ideas
* To develop an understanding of the effects of exercise on the body.
* To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others’ safety and well-being.

**At Wembley Primary we see Physical Education as a means to develop children’s skills for life ;**

**Social and emotional development:**

* To develop a love of physical exercise.
* To develop the ability to work independently and communicate with, and

respond appropriately towards others using verbal and non-verbal

communication.

* To develop confidence in their own skills and abilities.
* To promote an understanding of safe practice, and develop a sense of

responsibility towards the safety of themselves and others.

* To realise that the right exercise for you can be fun and will give you

energy for other things in life.

* To create and plan games and teach them to one another.
* To develop a sense of fair play.

**Cognitive development:**

* To develop decision making and problem solving skills.
* To develop reasoning skills and the ability to make judgements.
* To develop an increasing ability to select, link and apply skills, tactics and

compositional ideas.

* To develop the ability to communicate non-verbally with the body
* To improve observational skills, the ability to describe and make simple

judgements on their own and others’ work, and to use this knowledge and

understanding to improve their own performance.

* To understand that using the correct technique will improve accuracy and

individual performance.

* To be able to evaluate performance and act upon constructive criticism.

**Spiritual, moral and cultural development:**

* To develop a positive attitude to themselves and others.
* To experience a range of differing activities and realise that physical

activity doesn’t have to be about winning a competition - doing your best

is as important.

* To be able to encourage others and give praise for their achievements so

that when children perform they do not fear failure.

* To treat your team, the opposition and the referee with respect.
* To raise self esteem through opportunities to celebrate sporting

success.

**Curriculum Planning and Organisation**

We use the Real PE scheme which allows for children to challenge themselves at different levels throughout the lessons by teachers giving ownership to the children for their learning.

It improves skills in creativity, cognitive, health & fitness, physical, social and personal - to coincide with our ethos of Growth Mindset
It inspires the teachers and children to enjoy PE and transforms their confidence within effective lessons

* Each class is timetabled for two hours of PE per week
* The playground areas, mini-pitch, sports hall and school fields are used to facilitate activities such as outdoor activities and games.
* Swimming lessons are provided by qualified teachers from the Better Leisure Centre, throughout year 4.
* Coaches from local sport clubs provide additional opportunities for extending the PE curriculum.
* After school sessions include a variety of clubs, such as football, specific girls’ football, table tennis, yoga, athletics, cricket and tennis throughout the course of the year.
* Lunch time clubs provides focused activities for children by splitting up the playgrounds with different sports; football, cricket, tennis, basketball and free play which includes mini games and skipping
* Through the Brent School Partnership schools link, the children are all given regular opportunities to participate in after school competitive sporting activities.
* The school has strong links with the local universities (UFCB) who specialise in sports coaching. We provide opportunities for young coaches to work with our students at the school.

**The PE Curriculum:**

* We aim to provide a well balanced curriculum which covers the statutory

requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum.

* In the Reception Classes (EYFS), opportunities are provide for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences.
* In KS1 the curriculum focuses on fundamental movement

skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities.

* At KS2 pupils continue to apply and develop a range of skills and units of work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics and swimming (year 4).
* We also enrich children’s experiences through opportunities for

outdoor and adventurous activities.

* A range of resources are used to support progression across the curriculum

including: the Create Development ‘Real PE’ Scheme and sport specific programmes introduced via specialist coaches.

**Healthy Eating**

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons, through cookery sessions with chefs, assemblies and through communication with parents.

**Inclusion**

* Lessons will provide good quality experiences that are suitably challenging for all pupils.
* Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
* For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
* For the purposes of competitions, all children will be given the opportunity to participate in the experience.

**Links with other subjects:**

* PE can link to other subjects, e.g. Literacy, (recount/report/ instructions),

Science (body parts/pulse rates) and Maths (shape/position/directions/counting and graphical representation of data). ICT is also recognised as a potential tool for recording movements and actions to develop children’s ideas as well as the appropriate use of audio visual and data logging equipment.

**Assessment & Recording**

* Assessment is usually carried out by teachers in the course of the normal class activity.
* This is done mainly through observations and sometimes through discussion with children.
* A photographic/video record is sometimes used to document some of their work.
* Physical development levels and progress are recorded by the EYFS teachers for each child.
* Physical Education / physical development is included as part of the end of year reports to parents.

**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
* Regular checks are made on all equipment.
* The subject leader makes regular checks for wear and tear and security of major items, and 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.
* 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 stick 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.
* Children should dress in shorts, tracksuit bottoms and t-shirts.
* Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
* Pupils wear suitable footwear when travelling to and from the hall.
* If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground and it is safe to do so.

**Resources**

* There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.
* Large equipment/ mats and some indoor PE resources are stored in the hall.
* Outdoor equipment is stored in the outdoor store.

**Monitoring & Review**

* The subject leader will oversee the continuity and progression within annual and medium term plans.
* They will also monitor the quality of teaching and learning through observations.
* The leader will support colleagues and share expertise, arrange opportunities for outside agencies to visit the school in order to enhance learning and direct teachers to examples of good practice.

**PROMOTION OF WALKING, CYCLING AND ENVIRONMENTAL AWARENESS**

We provide opportunities to promote healthy journeys to and from school, through various activities in the school year. The environmental and physical impact of pollution and healthy living permeates our curriculum. These include;

* Bike It – where children and adults are encouraged to journey to school by walking, cycling or scooting. This follows is an annual event and takes the form of assemblies from a member of the Sustrans charity <https://www.sustrans.org.uk/> , surveys over the course of two weeks, Bike It champions in school and prizes for those who cycle.
* Visitors to school: Grant Fielder, from Superschools, came into the school (2019) and spoke to the children about the importance of cycling and exercise. All children were involved in raising money for PE equipment through taking part in physical exercise sessions. He then demonstrated his skills with a cycling exhibition in the playground. He will be coming back into school this academic year (2019/20)
* Assemblies and follow-up curriculum work with regard to clean air. This year (2019) we had assemblies from a Brent Council Sustainable Transport consultant, who worked with our Science Ambassadors to measure the air quality at different parts of the school. This led onto ‘No Idling’ signs being put up by the road-side. Year 6 pupils then wrote to the local MP to try to persuade him to reduce the traffic by East Lane. He came into school and spoke to the children about the environmental impact of too much traffic.
* The year 4 children walk to the Better Leisure Centre for their swimming sessions. They only get the coach in the spring term.
* The school has signed up to be an Eco School <https://www.eco-schools.org.uk/> and a member of staff has the responsibility of working with a newly formed Eco Council to help achieve this.
* As part of the Tescos bags scheme, the school was granted £12,000 to build a nature garden. A member of staff takes each class out into the garden to plant seeds, observe wildlife and learn about the importance of having green spaces. This links in with both science and PSHE.