

St Gabriel's Primary School

Physical Activity Policy

This policy was written in consultation with staff, pupils, parents and governors.

1. School Background Information

1.1	Type of School	Primary
1.2	Member of Healthy Schools Scheme since	before 2015
1.3	Average No. on roll	170
1.4	No. of classes in each year	1
1.5	Ethnic Breakdown	

A very high proportion of pupils are from minority ethnic heritages. The proportion of pupils speaking English as an additional language is well above the national average.

2. Key contacts

2.1	Physical Education Coordinator:	Ms K Ravji
2.2	Healthy Schools Coordinator:	Ms R Wilson

3. Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- 3.1 School Handbook / Prospectus
- 3.2 Staff Handbook / Induction materials
- 3.3 Governor Handbook / Induction materials
- 3.4 Pupil documentation

4. Purpose of Physical Activity Policy

This policy has been written to give clear guidance to staff, outside visitors, parent and carers, and pupils about the provision of physical activity opportunities during the school day and our approach to the positive promotion of physical activity.

5. 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:

- 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>

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.

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>

6. Curriculum Provision

Physical Education is compulsory at all key stages. The National Curriculum programmes of study outline what should be taught at each key stage. Local authority maintained schools are required to follow the National Curriculum; academies and free schools do not have to follow it but are required to provide a broad and balanced curriculum that promote the physical development of pupils.

A high quality physical education curriculum inspires all pupils in KS1 and KS2 to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. In addition, schools must provide swimming instruction either in KS1 or KS2.

For more information on the National Curriculum for Physical Education in KS1 and 2 please refer to: <https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

Teaching of Physical Education

P.E. lessons at St Gabriel's are led by class teachers with the support of their teaching assistant/s. Our curriculum for PE is based on the Champions scheme of work which is adapted to best meet the needs of our pupils, in line with the national curriculum.

The planning ensures a range of progressive skills are taught from Reception to Year 6. Our curriculum is further supplemented with the LCP scheme of work, materials developed by the Westminster Sports Unit (WSU) and local partners like Lord's Cricket and Chelsea FC.

All classes receive two hours of PE each week. Over the course of the year each class participate in a combination of indoor and outdoor lessons. In Year 3 the children have swimming lessons throughout the year which is included in their two hours of curriculum PE.

Children are made aware of any potential risks at the beginning of a PE session and taught how to keep themselves safe.

Participation

Each pupil should participate in every PE lesson. Appropriate action should be taken to ensure where possible children do not miss lessons because they are without their PE kit. In each lesson a note should be taken of children who are not participating in that lesson and the reasons why. If the pupil is not permitted to do PE because they are without the correct kit a letter should then be sent home to parents to make them aware. The PE co-ordinator must be notified if this becomes a regular problem.

If a child is to miss PE they must bring a note in from home. If they need to miss a series of lessons, a doctor's note should be provided. A letter to parents is sent home if a child has missed more than three PE lessons in a term.

PE Kit

- ♣ Children should wear trainers, t-shirts and shorts for PE.
- ♣ In cold weather children can wear black tracksuit bottoms and their school jumper over their PE kit.
- ♣ For Dance or Gymnastics children should be bare-footed.
- ♣ A letter should go home to parents every time a child is without the correct PE kit. The PE co-ordinator should be notified if this becomes a regular problem.
- ♣ Pupils must remove all jewelry for PE.
- ♣ Although children are expected to wear their PE kit. In the event they are without it, children can wear items of spare kit provided class teachers are satisfied that the pupil has suitable shoes.

Class Teachers

- ♣ Teachers are expected to change their footwear or have bare feet. However it is good practice for teachers to change into sportswear too as this sets a good example and supports our expectations of the children's behaviour.
- ♣ It is the responsibility of the teacher to ensure that the area that the children are working in is safe. Incidents/injuries or 'near misses' are to be recorded and any potential hazards are reported to the PE coordinator.
- ♣ Teachers are expected to ensure acceptable pupil behaviour at all times.

Pupil Behaviour

Children are expected to try their best, listen carefully to instructions and to show good sportsmanship. For the enjoyment and safety of all pupils, the children are expected to participate in PE lessons quietly, unless they are given other instructions by their coach or teacher. These expectations are encouraged and reinforced using the sanctions and rewards below, in line with our behaviour policy.

Sanctions: Teachers give 1-2 minutes 'Time out' where needed alongside the normal school sanctions set out in the behaviour policy. (Warning, 5 minutes, 10 minutes, Red Card)

Rewards: A Sports Award given to one child in family assembly each week. Children are chosen to participate in intra school games/lunchtime clubs and interschool competitions.

Health and Safety

Class teachers must establish and maintain safe working practices amongst support staff and pupils in PE lessons. It is expected that both staff and pupils take all reasonably practical steps to ensure the health, safety and welfare of all persons during PE. In order for children to be actively encouraged to have a responsible attitude towards safety and exercise, class teachers must develop safety awareness amongst pupils and other supervising adults from the outset. All teaching staff are given a copy of the risk assessment for indoor and outdoor PE. It is expected that both staff and children adhere to all safety measures.

Safety Checklist:

- ♣ The PE kit, should be worn at all times.
- ♣ Children without suitable clothing and footwear may not participate.
- ♣ Jewellery and watches should be removed and handed to the class teacher.
- ♣ The whole class must be supervised at all times.
- ♣ Noise levels should be preferably silent / very low.
- ♣ All PE lessons must take place in a calm, safe, well-disciplined atmosphere.
- ♣ Any child who is acting in a dangerous manner must be removed from the lesson at once.
- ♣ When moving the large apparatus help should be enlisted from another adult whenever possible. Physical Education Policy 5
- ♣ Apparatus must not be carried above shoulder height.
- ♣ When children are helping to carry apparatus there should be at least 2 children, preferably 4 depending on the size of the equipment and/or the children, the large mats require 4 children to move them at all times.
- ♣ Apparatus should be carefully and securely positioned.
- ♣ Only one child should be on planks or poles.
- ♣ Mats should be placed appropriately, e.g. if jumping, landing is planned.
- ♣ PE mats must be put back as soon as the lesson is finished.
- ♣ If a doctor has put a restriction on a child's activity on medical grounds, it is the doctor alone who can remove it.
- ♣ If a child has an ongoing medical condition or disability, which prevents them from taking part in an unaccustomed physical activity, rigorous supervision should be maintained.

7. Extra-Curricular Provision and Additional Opportunities

To ensure that children and young people are able to meet the physical activity guidelines we look outside of PE lessons to provide physical activity opportunities. By making physical activity an integral part of pupils' daily routines, schools can increase the amount of time children spend being active, boosting their physical, mental wellbeing, character and resilience.

- Fitness club available from 8.30-8.45 each day.
- A wide range of play equipment is set out for morning and lunchtime break.
- Year 6 children have the opportunity to visit Sayers Croft, in Ewhurst, Surrey. This is an outdoor adventure and activities centre for schools. The three day trip includes activities such as hiking, orienteering, abseiling and climbing, as well as various assault courses.

- Children have the opportunity to attend events held by Westminster Sports Unit, for example netball competitions, cross-country running, multi-skills.
- Travel plans are monitored and updated annually to support and increase active travel to and from school.
- Sporting activities that promote the Outdoor Adventurous Activity aspect of the National Curriculum are planned for across the year such as visits to the Brixton Velodrome, watching professional athletes compete and visits to famous sport's grounds (Lord's Cricket, Stamford Bridge, The O2)

8. Resources

Access to, and integration in the school day of outside spaces, are positively associated with physical activity levels. Access to loose and fixed equipment, along with non-traditional play materials also support physical activity among children and young people. There is also evidence of greater benefits of people being active outside, such as benefits to mental and emotional wellbeing.

PE is taught outside where possible. The Great Hall may be used if required. The PE equipment is stored in the PE shed beside the Reception classroom. The equipment is mainly stored in labelled bags and boxes. Children are not allowed into the shed without an adult.

Gym equipment is stored in the Great Hall or in the cupboard beside the Great Hall. Wherever possible, the children should be involved in moving and setting up any gym equipment that they are using, therefore children need to be taught how to carry equipment safely.

9. Equal Opportunities and pupil voice

There is growing evidence to show that certain groups such as girls, children with disabilities and those from minority ethnic groups and low socio-economic status families have lower levels of physical activity than their counterparts and that this contributes to health inequalities related to lower levels of physical activity.

Giving pupils a voice and enhancing their ownership of physical activity delivery can ensure that activities are appropriately tailored to their needs can support participation. In addition, encouraging children and young people to act as role models can have an aspirational impact and encourage younger age groups to follow a similar path.

Offering a variety of physical activity opportunities for children and young people to take part in, including free play can increase participation in physical activity. In addition, a focus on games and the fun elements of participation, as well as the more traditional sports or competitive activities, can help to encourage participation, particularly among inactive children and young people.

Teachers at St Gabriel's ensure that all children regardless of gender, ethnicity, culture or disability have optimum access to high quality Physical Education. Teachers plan carefully to ensure pupils with physical/medical conditions can access the curriculum.

At no point will teachers withhold PE as punishment for poor behaviour as all children are entitled to physical education in their curriculum. Those who excel at P.E. are extended through the provision of resources. They are also put forward for gifted and talented teams organised by the Westminster Sports Unit.

10. Staff training, development and activity

Evidence supports the need for an appropriately trained, skilled and knowledgeable workforce. Ensuring staff have the confidence and competence to offer high quality experiences of both physical education and physical activity across the school day can contribute towards higher levels of physical activity by children and young people.

In addition, staff act as role models and can inspire children to participate in sport and enjoy it. The UK Physical Activity guidelines for adults recommend that:

- For good physical and mental health, adults should aim to be physically active every day. Any activity is better than none, and more is better still
- Adults should do activities to develop or maintain strength in the major muscle groups. Muscle strengthening activities should be done on at least two days a week, but any strengthening activity is better than none.
- Each week, adults should accumulate at least 150 minutes or moderate intensity activity; or 75 minutes of vigorous intensity activity.
- Adults should aim to minimise the amount of time spent being sedentary, and when physically possible should break up long periods of inactivity with at least light physical activity.

For more information on the Physical Activity Guidelines for adults please refer to:

<https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>

Staff are provided with professional development, mentoring, training and resources to help them teach PE more effectively to all pupils and create environments that are conducive to active play. The co-ordinator is on hand to support teachers in their planning and to inform them of any new initiatives arising in this area. The co-ordinator is responsible for organising observations of teachers/monitoring of plans as well as passing on skills acquired through his or her own training. Teachers work with qualified sports coaches and to enhance and extend current opportunities. Staff participate in physical activity and act as positive role models.

11. Community partners and links

There are a wide range of partner organisations and support available in the local community to support the provision of physical activity.

The co-ordinator works in collaboration with the Westminster Sports Unit and the assigned school sports co-ordinator to develop the teaching of PE across the school, competition entry and to organise outside opportunities. The co-ordinator also works in collaboration with the extended schools co-ordinator to oversee the running of a number of after-school sports clubs.

We have links with School Sports Partnership, School Travel Plan Team, leisure centres, local swimming pool – Queen Mother Sport Centre, Pimlico.

12. Holiday Provision

To prevent a drop in physical activity levels across the school holidays, there are a range of ways in which schools can support children to remain engaged and active over this period. We signpost parents to community groups and organisations who run active provision for children and young people during the holidays.

13. Monitoring and Evaluation

The Healthy Schools coordinator monitors and evaluates this policy with the PE coordinator to ensure that it is upheld.

This policy is shared with staff, parents/carers and pupils via the school website. It is shared with staff through staff meetings.

Pupils are taught a progressive range of skills through termly topics such as Invasion. The skills taught are assessed at the end of each unit. Children are involved in their own learning and encouraged to evaluate their progress and attainment regularly. Children also take part in a fitness assessment, once at the beginning of the academic year and once at the end. This enables us to monitor the children's fitness level over the course of their school years.

14. Policy Review

Policy implementation date: Jan 2021

Policy Review date: Jan 2025

Signed: R.Wilson

Date:14.1.24