

Waterthorpe  
Nursery Infant School



**Physical Activity Policy**

June 2015

Approved by:

Curriculum Committee

Date:

5<sup>th</sup> November 2015

Next Review Date:

Summer 2018

Waterthorpe Nursery Infant School  
Whole School Physical Activity Policy.

Waterthorpe NI School aims to work in partnership with Emmanuel Junior School, through curriculum leaders to:

- Share and develop policies and procedures
- Share and plan joint curriculum days and events
- Collect a portfolio of work in each school which can be used for monitoring progression
- Moderate samples of work
- Monitor the quality of teaching and learning
- Attend/ arrange/lead CPD together
- Plan the smooth transition of pupils between all year groups

The planned impact of this policy is to:

- raise attainment and improve progress across both schools
- Ensure a seamless transition between schools for the children
- Strengthen the relationships and shared support between subject leaders.

#### Rationale

This policy will ensure that all aspects of physical activity in school promote the health and wellbeing of all pupils, staff and visitors.

#### **OBJECTIVES**

1. Appoint a designated member of staff (PE Co-coordinator) who will lead physical activity development.
2. Maintain a high profile for physical activity in all aspects of school life.
3. Provide appropriate ongoing training for all staff, including teaching and non teaching staff.
4. Encourage all pupils to participate in physical activity during play-times.
5. Embed health related exercise (HRE) principles into the PE curriculum - ensure that knowledge and understanding of fitness and health is integral to all PE lessons and has cross-curricular links to other subjects, such as science, D & T, English and Maths.

6. Provide links to other aspects of health, for example, by promoting healthy eating and providing access to water.
7. Ensure that all pupils have access to a minimum of 2 hours curriculum time high quality PE and sport each week, along with further opportunities to take part in out of school clubs.
8. Offer a broad and balanced activity programme which is inclusive to all pupils.
9. Work with key partners, including the School Sport Partnership and the Healthy School Programme, in helping to promote physical activity.
10. Work with key partners in ensuring that all children have access to appropriate community activities.

### **Physical Activity Leader**

- i) The PE and Sports Leader shall also be the designated Physical Activity Leader, with responsibility for leading all broader aspects of physical activity, although with strong support from the head teacher.
- ii) This person shall also be designated PE Leader with specific responsibility for providing the school link to the School Sport Partnership.

### **Raising the Physical Activity Profile**

- i) Provide a dedicated notice-board which advertises opportunities for all pupils and staff to participate in school and community activity and celebrates success.
- ii) Regularly celebrate achievement and promote activity in assemblies.
- iii) Regularly invite parents to sporting events (e.g. annual sports day and observe activities).
- iv) Run annually a dedicated health week, involving key partners such as the Primary Care Trust.
- v) Promote and run a progressive Physical Activity Award scheme which allows all pupils the opportunity to succeed.
- vi) Take part in the LA Travel Plan, encouraging pupils to walk to and from school.

## **Training Programme**

- i) Release the PE Leader on a regular basis to attend National Professional Development training courses.
- ii) Ensure that the PE Leader co-ordinates a full training programme for all staff, including teachers and Adults Other Than Teachers (AOTTs)
- iii) Plan for the future a National CPD Health workshop for the whole staff or allow access - whole staff, or allow PE Leader access to the course with follow-up in-school training.
- iv) Run a dedicated training programme for lunch-time supervisors backed up by a range of appropriate resources.

## **Play-time activity**

- i) Make a range of equipment available to all pupils before school and during play-time periods.
- ii) Promote skipping as a specific fitness activity (in partnership with the British Heart Foundation)
- iii) Ensure that lunch-time supervisors are able to promote and support play-time activity (see Training).
- iv) Develop appropriate and safe playground areas, which have innovative permanent markings, designed by children and staff, which encourage and facilitate activity to all pupils.

## **Curriculum**

- i) Ensure that all pupils receive 2 hours curriculum time physical education each week.
- ii) Provide a physical education programme, which is broad, balanced and fully inclusive, suiting the needs of all pupils.
- iii) Provide ongoing monitoring of PE lessons, in order to ensure that high quality outcomes are achieved.

- iv) Ensure that all PE lessons include at least one period of time in which the children are "stretched" physically (i.e. become out of breath).
- v) Ensure that all PE lessons include the National Curriculum health related exercise strand, so that pupils are aware of the need to exercise, the body changes during exercise and know how to warm-up and cool-down.
- vi) Ensure that all PE lessons are structured to include a warm-up and cool-down.
- vii) Promote physical activity and health related exercise within other lessons - e.g. the effect of exercise on the body, anatomy and physiology, in science.
- vii) Provide an annual programme of intra school activities for all pupils, including a sports day, a health week and some "golden time" activity.

### **Key Stage 1**

Pupils should develop core movement, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements such as running, jumping, throwing, 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.

### **Pupils will be taught to:**

- use running, jumping, catching and throwing in isolation and in combination
- play competitive games, modified where appropriate, such as football, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance, for example through gymnastics and athletics
- 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 to achieve their personal best.

### **Swimming and water safety**

In Key stage 1 children in Year Two will be given the opportunity to take part in swimming lessons as part of the physical education program in school.

### **Out of School Hours Activity**

- i) Provide a diverse programme of out of school hour's activity clubs, which suits the needs of all pupils. This should be developed in consultation with pupils and planned into the Sports Premium program of events.
- ii) Provide a programme which offers an equal balance of competitive and non-competitive activities.
- iii) Ensure that every pupil attends a minimum of one OSHL activity during the academic year.

### **School Sport Partnership, Community Links and Sports Premium.**

- i) Ensure that the school regularly participates in SSP and County-wide events which promote physical activity (see annual program.)

- ii) Ensure that the school employs a range of auxiliary qualified and experienced coaching staff and implements quality assurance through the PE Coordinator/SSP program.
- iii) Ensure that the PE Leader takes responsibility for forging strong local community club links (club coaches visit school/pupils attend club taster days/clubs advertised on notice-board)
- iv) Ensure that the school engages fully with the Sports Premium and plans a comprehensive sporting program throughout the year.

### **Staff Activity**

- i) Encourage all staff to change and take an active part in PE lessons.
- ii) Provide shower facilities in school.

This Policy will be reviewed in the Summer term 2018.

## Equality Impact Assessment Template

Name of policy or project being assessed?		Date
P.E and Physical Activity		1 <sup>st</sup> June 2015
Priority Level		
High		
Medium	X	
Low		

**Lead Officer: Helen Stokes**

**Members of the assessment team: Helen Stokes & Suzanne Marriott**

**Others involved in the assessment (peer review/external challenge): Curriculum Committee members**

What are the aims of the policy or project?

At Waterthorpe Nursery Infant School we believe that P.E. in a safe and supportive environment is vital to a child's physical and emotional development.

The P.E. programme aims to ensure all children are provided with opportunities to develop control and self-confidence, through an ability to manage themselves in a variety of situations. It also aims to encourage the children to realize the importance of an active and healthy lifestyle. In Physical Education lessons pupils will be offered opportunities:

- To promote an enjoyment of physical activity and a healthy lifestyle
- To become skillful performers and to develop their ideas in a creative way
- To promote positive attitudes to health, hygiene and fitness
- To develop a knowledge of safety factors and an appreciation of the principles of safe practice
- To acquire and develop skills, respond to a variety of challenges, and perform with increasing competence, control, quality and co-ordination, a range of physical activities, contexts and settings
- To develop communication skills and an ability to work as an individual and in close co-operation with others
- To foster self-esteem through the acquisition of physical competence
- To work with a variety of apparatus and equipment

<b>Who is the intended customer/service user of this project or policy?</b>	
Children and staff	
<b>What are the desired outcomes from this project or policy?</b>	
To provide a clear approach to the learning of P.E and physical activity	
<b>List any other key policies, procedures, projects or strategies that this policy/project has implications on:</b>	
Curriculum, Equal opportunities, Foundation Stage, Outside Play	
<b>What are the racial, disability and gender equality implications of the policy or project?</b>	
To ensure that all groups are given equal opportunities to access this area of the curriculum	
<b>Does the policy or project have any significant positive impact for:</b>	Yes
<ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	
<b>Does the policy or project have any significant adverse impact for:</b>	No
<ul style="list-style-type: none"> <li>▪ Different racial groups</li> <li>▪ Disabled persons</li> <li>▪ Men and women</li> <li>▪ Boys and girls</li> </ul>	
<b>Do you have any evidence?</b>	
<b>Is there any way that you could reduce or eliminate the adverse impact or increase positive impact?</b>	

<b>Action to take; Make a statement to how PE lessons will be modified to cater for disabled pupils. To arrange alternative changing area to ensure meeting cultural needs( IE boys /girls not changing together) and alternative PE clothes – covering of arms and legs</b>			
<b>If you have indicated there is a negative impact, can it be justified?</b>	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>
<b>If you have indicated there is a negative impact and it cannot be justified, is it discrimination?</b>	<b>YES</b>	<input type="checkbox"/>	<b>NO</b>
<b>If you have answered YES, please list all the changes that you have made to eliminate this discrimination:</b>			
<b>Please state how will you monitor the policy or project?: Policy review (by staff/governors by dates on policy</b>			

Signed (Person completing the form): 	Date: 1.6.154
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