



Physical Education and Physical Activity Policy

Faith Courage Love

Faith to move forward in confidence and succeed.
Courage to make a difference in the world every day.
Love one another as God loves us.

Faith - Roecliffe School will prioritise good relationships and will model respect for all in their policy implementation.

Courage - Roecliffe school commits to implementing this policy with integrity and in order to achieve the best possible outcomes for all stakeholders.

Love - All policies will be implemented in such a way as to ensure faith in fair process.

Policy Date	Review Date	PE Lead	Headteacher	Chair of Governors
June 2023	June 2026	Sarah Ratliffe	Lesley Briggs	Nick Baird

Introduction

At Roecliffe Church of England Primary School we recognise the importance of health and wellbeing in our pupils, including establishing and maintaining lifelong habits of being physically active. We recognise the importance PE plays in the curriculum and are committed to providing all children with opportunities to engage fully in Physical Education (PE) and Physical Activity (PA).

Regular physical activity is one of the most important ways people can maintain and improve their physical health, mental health and overall wellbeing. It is important that pupils are given opportunities to participate in a range of enjoyable physical activities at an early age so they are more likely to continue being physically active throughout the rest of their lives. Children should acquire not only physical skills, knowledge and understanding, but also the awareness and importance of leading healthy, active lives, as well as the values of sportsmanship, fairness and respect through the sports and activities they undertake.

The planned use of the PE and Sports funding is extremely effective in improving and sustaining high quality PE and sports provision and improving and sustaining children's daily physical activity.

Physical Activity is defined as 'any force exerted by skeletal muscle that results in energy expenditure above resting level' and includes 'the full range of human movement, from competitive sport and exercise to active hobbies, walking and cycling or activities of daily living'.

Our aims:

- To promote the benefits of physical activity to the whole school community
- To improve the self-esteem and confidence of the pupils through participation in physical activity
- To ensure the pupils are aware of the link between physical activity and healthy eating for a healthy lifestyle.
- To celebrate a diverse range of sporting events and individuals/teams
- To promote inclusion through raising awareness of a diverse range of needs in sporting individuals
- To improve the quality and breadth of PE and Sport

PE Curriculum Provision:

The PE programme is taught by class teachers, with the exception of swimming which is taught by specialised swimming instructors. Each child will receive the following PE time per week:

EYFS and Year 1: 1 x 60 mins lessons.

Year 2 and Year 3: 1 x 60 minute lesson. 30 minutes swimming.

Year 4, Year 5 and Year 6: 2 x 60 minute lessons.

Planning:

The school follows the 'Get Set 4 PE' scheme of work which is used to build a bespoke curriculum map which aligns with the Sporting Influence tournament calendar. The school participates in various sporting events and tournaments with other local schools and organised by Sporting Influence.

'Get Set 4 PE' provides progressive learning objectives where the children build on skills and knowledge taught in previous years. These lesson plans are adapted as necessary to suit the needs of the children in our school. At Roecliffe, we make use of AfL opportunities to scaffold learning, such as video analysis, questioning, observation/demonstration, peer feedback and collaborative learning strategies. In both key stages we teach gymnastics, dance, games and athletics with the addition of outdoor adventure activities in key stage 2.

After school clubs are planned around creating physical opportunities for children to enjoy and develop their skills in a range of activities. Where possible we promote links to outside clubs in the community.

Provision of Physical Activity in School:

Physical activity in school is provided through the following:

1. Active learning

All staff look for opportunities to plan active lessons where possible and appropriate, for example; delivering speaking and listening through drama, using quiz, quiz, trade to share new vocabulary, teaching maths concepts through the use of outdoor space. When it is appropriate to do so, learning takes place in our playground or hall space so that learning tasks involve movement, interaction with others and collaboration.

2. Forest Schools

Children are provided with the opportunity to participate in forest school sessions. As part of this, they have the opportunities to explore, experiment, imagine and create in the woodlands local to Roecliffe school. Some of the activities they participate in are: creating meals in the mud kitchen, jumping in puddles, creating hammocks and rest areas, learning about nature and wildlife, building dens, using real tools, climbing trees and helping cook on fires.

3. Extra-curricular physical activity

Roecliffe offers a physical activity programme which features a broad range of activities and meets the following criteria:

- Students have a diverse choice of activities in which they can participate.
- Competitive, non-competitive, structured, unstructured, and including some physical activity options e.g. gardening or drama.
- Every student has an opportunity to participate regardless of physical ability.
- Pupils are consulted, via the School Council, which physical activities they want to have at lunchtimes and after school.
- Every pupil in the school has the opportunity to go on a residential course. During this time, pupils are encouraged to participate in a number of physical activities that they may not have done or is not available in the regular school based curriculum, such as canoeing, rock climbing and orienteering.
- Pupils are encouraged to take part in many competitive sports, often competing against other schools but also cross country where the emphasis is on beating an individual's own score.

5. Travelling to and from school

Although walking and cycling to school can be problematic at Roecliffe due to the locality and busy road network, active travel is highly encouraged. Parents are encouraged to 'park and stride' to help children increase their activity. Year 6 students participate in 'Bikeability' to help ensure they are safe on the roads when travelling by bike.

6. Before school, break and lunchtime activity.

Our Breakfast Club and break times provide opportunities for physical activity, which help students stay alert and attentive in class and provides other educational and social benefits. Markings are added to the playground yearly in order to stimulate children at play times. Children are encouraged to throw and catch, skip and run at play, and have a range of equipment from our playtime shed to choose from in order to remain active. The children are responsible for monitoring their equipment (stored in a box) and handing equipment out to their friends. During the summer, children are encouraged to use the village green at lunchtime and playtimes. Staff members on duty engage pupils in physical activity at lunchtime and playtimes.

7. Involvement with School Sports Partnership and other community resources

Roeclyffe works with Sporting Influence to coordinate and enhance opportunities available to students and staff for physical activity, joint school and community activities. Some of the events the children have the opportunity to participate in are dance festivals, tag rugby festivals, athletics. Opportunities to participate in these are given to all children from reception to year 6.

8. Healthy Lifestyles themed day/week

Specific time is allocated each school year to focus on promoting healthy lifestyles and considering how to stay physically and mentally healthy. Links are made to healthy eating, risk taking and drugs, road safety and first aid. Our school's Wellbeing Ambassadors and Mental Health Champions support whole-school approaches and events which can also include parents.

Resource Provision:

We make use of the school hall, playground and village green for PE lessons across school. A range of equipment is used throughout lessons. An annual audit of all physical education equipment is conducted by the PE co-ordinator in order to prioritise any necessary expenditure for the year. Resources for games, dance and outdoor activities can be found in the PE and playtime shed.

Equal Opportunities:

All pupils in our school, including those with special needs, are entitled to a comprehensive programme of physical education which fulfils the statutory National Curriculum requirements and takes into account their individual needs and interests.

Lessons are carefully differentiated to meet the needs of all learners and all pupils have fair access to the PE curriculum. This allows pupils to be stretched as well as supported as necessary. We achieve this through the application of the (STEP principle) considering adaptations/modification in following areas.

- Space: Learning space
- Task: adaptations to learning activity
- Equipment: age and stage appropriate use of physical resources
- People: ability groups/ role models to demonstrate and support

The Disability Sport Inclusion Spectrum model is also applied where necessary. This model allows the lesson to be modified through Modified - Open - Parallel and/or Separate activities.

Regardless of starting points or SEND needs, we feel that pupils are able to develop their knowledge through at least one of the three pillars of physical education: motor competency, rules/tactics and healthy behaviours/participation.

Funding

PE & School Sport Premium Grant

The Government invests £320m per year directly into primary schools with the objective of achieving self-sustaining improvement in the quality of PE and sport. There is a long-term vision that all pupils leave primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

Roeclyffe receives £16,000 plus £10 per child in Years 1- 6. The funding is carefully considered and sustainably invested in line with key indicators set by the Government. Here are some examples of how we invest our grant annually:

- Development of exciting PESSPA experiences within and beyond the curriculum
- Opportunities to experience an OAA residential in Year 4, 5 & 6
- Equipment and resources to support high quality curriculum and extra-curricular learning

Please see our school website for a detailed breakdown/ report on our PE & Sports Premium investment.

Role of Curriculum Subject Leader

- With the Head teacher, to share a role in the monitoring and evaluation of the PE curriculum throughout the school.
- To plan and complete the PESS Premium funding reporting document in line with the 5 key indicators for sustainable and effective investment.
- To keep up to date with current good practice and with national changes within the PE curriculum.
- To evaluate and update the Policy and curriculum plans and resources on a regular basis.
- To assist the Head teacher and Governors in the development of the School Improvement Plan.
- To manage a budget to purchase in line with the school's needs.
- To support members of staff in the use of effective planning, assessment and recording systems.
- To oversee an annual inspection of all PE equipment.
- To maintain a high standard of PE teaching across all areas of school.
- To encourage other members of staff in their teaching of PE and to give support where appropriate.
- To encourage staff to work within the guidelines laid down in the PE policy.

Monitoring and Evaluation

Pupils will be assessed using a whole child approach in relation to their physical literacy. Equal importance will be placed upon physical and social development.

Summative and formative assessment in PE is carried out by the class teacher, considering procedural and declarative knowledge, and this is assessed informally during the course of teaching through observation. This information is used to inform future planning for the class teacher.

Health and Safety

Everyone has a duty under health & safety guidelines to ensure PE activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Reference should be made to the school's Risk Assessments. All staff have read a copy of the Health and Safety Policy.

- All equipment, apparatus and environment should be checked before the start of every lesson/activity by teacher and is the responsibility of the teacher
- Children should be given health and safety guidance through the lesson/activity
- All jewellery should be removed and stored safely before each lesson/activity
- If children wear stud earrings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earrings. Children must place and remove the tape independently
- All long hair should be tied back
- Suitable clothing should be worn for each lesson/ activity (see school prospectus for correct clothing) Children should not engage in physical activity without correct kit
- For gymnastics and dance, children should have bare feet
- Pupils will arrive at school on their PE days wearing a school PE kit

When travelling to sporting events or external activities, the appropriate risk assessments are completed and the following issues addressed:

- All children wear seat belts
- All supervising adults to be aware of risk implications
- All supervising adults that attend swimming to hold a current DBS
- All transporting adults to be fully insured
- Parent permission for taking children out of school obtained (unless local visit permissions have been previously agreed/signed)
- Parent permission for children to be transported by other parents