



South Hykeham Community Primary School

Wath Lane, South Hykeham

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Headteacher: Mr John Richardson BSc (Hons) P.G.C.E.

Physical Activity Policy

Rationale

We have a responsibility to help pupils and staff establish and maintain lifelong habits of being physically active. According to the Chief Medical Officer (Department of Health, 2004), regular physical activity is one of the most important things people can do to maintain and improve their physical health, mental health, and overall well-being. Regular physical activity reduces the risk of premature death in general and of heart disease, high blood pressure, colon cancer and diabetes in particular. Promoting a physically active lifestyle among young people is important because:

- Through its effects on mental health, physical activity can help increase pupils' capacity for learning
- Physical activity has substantial health benefits for children, including favorable effects on endurance capacity, muscular strength, body weight, and blood pressure
- Positive experiences with physical activity at a young age help lay the basis for being regularly active throughout life.

Therefore this policy promotes practices within the school to reinforce our vision, and to remove or discourage practices that negate them.

Definition of 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 School Aim

Our aim is that every pupil will be physically educated- that is, shall develop the knowledge and skills necessary to perform a variety of physical activities, maintain physical fitness, regularly participate in physical activity, understand the short and long-term benefits of physical activity, and value and enjoy physical activity as an ongoing part of a healthy lifestyle. In addition, all staff are encouraged to participate in and model physical activity as a valuable part of daily life.

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Objectives

- To provide, where possible, a minimum of two hours of high quality physical education and school sport within the curriculum.
- To offer a range of sporting activities to children as extra curricular activities.
- To offer provision/access to relevant in-service training for school staff.
- To provide adequate resources and funding for physical activity.
- To provide safe and stimulating areas in which children can play and be active.
- To raise the profile of physical activity throughout the school and encourage cross-curricular links.
- To make facilities and resources available for use at break times and lunchtimes, and encourage pupils to be active at these times.
- To encourage more pupils and staff to walk or cycle to school.

Physical Education Curriculum

Every child in each year shall participate in regular physical education lessons. Children in the Foundation Stage shall participate in physical education for at least 60 minutes during each school week, and pupils in Key Stage 1 and 2 shall participate for at least 120 minutes per week.

The aims of our P.E. lessons are:

- to encourage children to work and play with others in a range of group situations;
- to develop the way children perform skills and apply rules and conventions for different activities;
- to increase children's ability to use what they have learnt to improve the quality and control of their performance;
- to teach children to recognise and describe how their bodies feel during exercise;
- to develop the children's enjoyment of physical activity through creativity and imagination;
- to develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

2. Teaching and learning style

2.1 We use a variety of teaching and learning styles in P.E. lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other

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children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

2.2 In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

3. P.E. curriculum planning

3.1 P.E. is a foundation subject in the National Curriculum. Our school uses this as the basis for its curriculum planning in P.E. We have adapted the national scheme to the local circumstances of the school. As required in Key Stage 1, we teach dance, games and gymnastics, plus one other activity: outdoor and adventurous activities. In Key Stage 2 we teach compulsory dance, games and gymnastics, plus three other activities: swimming and water safety, athletics and outdoor and adventurous activities.

3.2 The curriculum planning in P.E. is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the P.E. activities covered in each term during the key stage. The P.E. subject leader works this out in conjunction with teaching colleagues in each year group.

3.3 Our medium-term plans give details of each unit of work for each term. These plans define what we teach and ensure an appropriate balance and distribution of work across each term. The subject leader keeps and reviews these plans.

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3.4 Class teachers complete a short term plan for P.E. lessons.

3.5 We plan the PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school.

4. The Foundation Stage

4.1 We encourage the physical development of our children in the reception class as an integral part of their work. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Contribution of PE to teaching in other curriculum areas

The teaching of P.E. offers many opportunities to link learning to other areas of the curriculum and we make these links where possible.

6. Teaching PE to children with special educational needs

6.1 At our school we teach P.E. to all children, whatever their ability. P.E. forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our P.E. teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. Children with special needs may require physical targets within their Individual Education Plans (I.E.P.s). Children with talents in this area may require specific planning to ensure that their needs are met.

7. Assessment and recording

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7.1 Teachers assess children's work in P.E. by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement as to whether the child has met, exceeded or is working towards the expectations of each individual unit. They record the information in their assessment files and use the information to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parent / carers. The teacher passes this information on to the next teacher at the end of each year.

8. Resources

8.1 There is a wide range of resources to support the teaching of P.E. across the school. We keep most of our small equipment in the P.E. store and shed, which are both accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their learning. By so doing, the children learn to handle equipment safely. The children use the school playground and the playing field for games and athletics activities and the local swimming pool for swimming lessons.

9. Health and safety

9.1 We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for P.E. into the agreed clothing for each activity area including extra curricular activity. The governing body expects the teachers to set a good example by wearing appropriate clothing when teaching P.E. The policy of the governing body is that no jewellery is to be worn during any physical activity.

Active lessons:

All staff look for opportunities to plan active lessons where possible, and appropriate, for example; delivering speaking and listening through drama, brain gym activities, environmental walks. Each class participates in 'activate' on a daily basis.

Extra Curricular Physical Activity.

Our school offers a physical activity programme that features a broad range of activities and meets the following criteria;

- Pupils have a diverse choice of activities in which they can participate. Competitive, non-competitive, structured, un-structured, and including some physical activity options e.g, gardening.
- Every child has an opportunity to participate regardless of physical ability

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Activities include: Netball, football, cricket, athletics, multi-skills, gardening, badminton and tag rugby.

All activities shall be supervised by qualified staff, coaches or instructors who may or may not be qualified teachers. A member of the staff from the school is available onsite for the duration of the club in case support is required e.g. serious accident.

Travelling To and From School.

The school has a travel plan that has developed safer routes to school and encourages active methods of travelling. There is cycle storage and the children in Years 5 and 6 are offered the opportunity to do Bikewise training.

Break and Lunch Time Activity.

Break times provide opportunities for physical activity, which help children stay alert and attentive in class and provides other educational and social benefits.

The school has playgrounds, playground markings, toys and equipment available for free play. Mid-day supervisors engage pupils in physical activities at lunchtime which reduces boredom and 'squabbles' and the time it takes to sort such issues out.

Break times shall complement, not substitute for, physical education classes.

Facilities.

The school aims to ensure the provision of adequate spaces, facilities, equipment, supplies, and operational budgets that are necessary to achieve the objectives of the physical activity program.

The hall timetable ensures that each class has a minimum of two hour per week allocated to them for physical activities.

Access to the hall, playground and field after school hours will be permitted wherever it is appropriate to do so.

The school takes part in the Sainsbury's Active Kids campaign and collects Tesco vouchers to raise money for new sporting equipment in school. Parent / carers are very supportive of this.

Involvement of Parent / Carers

Family members and other adult volunteers are encouraged to become involved with school activities. All volunteers shall receive an induction about relevant school policies, procedures, and standards of conduct and will be subject to appropriate safeguarding checks.

This school actively involves parent / carers in physical activity to gain their support and encouragement, which is essential if pupils are to participate in physical activity. For example:

- Parents / carers and other adults help with swimming lessons at a local comprehensive school
- Parents / carers support us with after school clubs.
- Parents / carers are invited to the School Annual Sports Day
- Parents / carers are invited to the Healthy Schools meeting to find out what is going on within the school in reference to physical activities.

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- Details of after school clubs, health weeks and fundraising events related to physical activity are included in the fortnightly newsletter.

Involvement with School Sports Partnership and Other Community Resources.

The school works with recreation agencies/ sports development and other community organizations to coordinate and enhance opportunities available to children and staff for physical activity joint school and community recreation activities.

The school is part of a School Sports Partnership within the local community and participates in events, training, school competitions etc organized by the partnership.

Celebrating Physical Achievements.

We regularly hold achievement assemblies to celebrate physical achievements as well as academic performance. We believe these assemblies are very important as they raise the children's confidence and self-esteem, which in turn may encourage them to continue being active.

Equal Opportunities.

Physical activity at our school should meet the needs and interests of all children and staff, taking into consideration differences of gender, cultural needs, physical and cognitive abilities, and fitness levels thereby encouraging participation.

CPD Opportunities.

The Physical Education Co-ordinator receives regular training from the School Sports Partnership.

Training needs are identified and agreed within Performance Development reviews with the Headteacher. Training opportunities with relevance for the whole school are circulated to the rest of the school staff during inset days/ staff meetings. The Physical Education Co-ordinator is up to date with current initiatives and has close links with the LA's Education Officer for P.E and the School Sports Partnership.

Kite Marks.

The school has National Healthy School Status and this policy forms part of this award. In addition the school has the Food for Life Bronze award.

Monitoring and Evaluation.

The Physical Activity Co-ordinator in school is Nicky Wynne.

The Healthy Schools Co-ordinator is Sally Hillier.

The above members of staff are responsible for providing clear leadership and management to develop and monitor the physical activity policy.

The Co-ordinators will monitor levels of participation, and activity inside and outside the curriculum regularly and make appropriate adjustments. They will consult with pupils and staff to identify barriers to participation and ensure that a broad range of extra curricular activities that promote physical activity is provided for all pupils to participate in.

The monitoring of the standards of children's work and of the quality of teaching in P.E. is the responsibility of the P.E. subject leader. The work of the subject leader also involves supporting colleagues in the teaching of P.E., being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. P.E. is monitored in line with the school's monitoring timetable.

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Policy Development and Review.

This policy document was produced in consultation with the entire school community, including pupils, parent / carers, school staff, Governors and representatives of the Healthy Schools committee.

This document is freely available to the entire school community.

It will be reviewed on an annual basis by the Healthy Schools committee.

Review date: November 2012

Signed:

Date:

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