



PE and Physical Activity Policy

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Approved By	Governing Body
Policy Owner	George Fawcett (PE Lead)

PURPOSE OF OUR PE CURRICULUM:

A high-quality physical education curriculum inspires all pupils to succeed and be confident in approaching physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their long-term health and fitness habits. Physical Education (PE) plays a crucial role in promoting physical health and mental well-being in our students., whilst also embedding school games values – passion, self-belief, respect, honesty, determination and team-work- values essential for the development of all children. This policy outlines the key principles, practices, and expectations for the delivery of PE and promotion of physical activity at our school.

AIMS OF OUR PHYSICAL EDUCATION AND PHYSICAL ACTIVITY POLICY

- Develop positive attitude to a broad range of physical activities.
- Pupils are physically active for sustained periods of time.
- Provide opportunities to engage in competitive sports and activities.
- Encourage our children to lead healthy, active lives through positive experiences which will lay the foundations for lifelong active lifestyles.
- Continually evaluate provision to ensure full inclusivity.

ROLES AND RESPONSIBILITIES

The PE Lead (George Fawcett) is responsible for the development, implementation and review of this policy, and for monitoring the quality of PE provision across the school. Class teachers are responsible for delivering high-quality PE lessons in line with this policy and the school's schemes of work. The Headteacher and Governing Body are responsible for ensuring that

appropriate policies are in place and that PE and Sport Premium funding is used effectively and in accordance with DfE requirements.

PHYSICAL EDUCATION SUBJECT CONTENT

At Farsley Westroyd, we have a commitment to ensuring the recommended 2 hours of PE is delivered in each and every year group, week in, week out.

Early Years Foundation Stage

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

In line with the UK Chief Medical Officers' Physical Activity Guidelines for early years (3-4 years), we aim for children in our EYFS provision to be physically active for at least 180 minutes (3 hours) per day, including at least 60 minutes of moderate-to-vigorous intensity activity. This is achieved through a combination of structured physical development sessions, continuous provision opportunities, outdoor learning and active play throughout the day.

National Curriculum Key Stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, 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 including running, jumping, throwing and 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.

National Curriculum Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

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

Swimming and water safety

We aim to provide swimming lessons for all pupils throughout our schools from early starts in EYFS. This is beyond what the national curriculum requires.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke, breaststroke and butterfly]
- perform safe self-rescue in different water-based situations.

BASIC ELEMENTS OF OUR PE AND PHYSICAL ACTIVITY DELIVERY:

1. **Physical Activity:** Where children will be taught how to be physically active and to develop their personal fitness. By expressing themselves through actions; to have knowledge of relevant equipment and to develop whole body movement with flexibility, strength and endurance. Children learn how to play full formal games with rules, skills are developed through the PE delivery across the school. We facilitate the recommended 30 active minutes a day at school by encouraging active play during break and lunchtimes by providing the children with access to a range of equipment and provision. Within our curriculum, we achieve and place value on the 2 hours of PE per week delivery and offer a range of extra-curricular opportunities through our after-school clubs offer. We believe this approach facilitates and inspires our children to achieve the daily 60 minutes of physical activity as recommended by the Chief medical Officer. In line with the UK Chief Medical Officers' Physical Activity Guidelines, our PE curriculum ensures children engage in activities that develop movement skills, muscle strength and bone strength across the week. This is achieved through our delivery of gymnastics, dance and athletic activities, which build core strength, flexibility, balance and coordination. These elements are embedded throughout our long-term planning to ensure all pupils benefit from regular opportunities to develop physical strength alongside cardiovascular fitness, supporting their overall health and physical development.

The UK Chief Medical Officers' Guidelines recommend an average of at least 60 minutes of moderate-to-vigorous physical activity per day across the week. We recognise that children may be more active on some days than others, and our provision is designed to help all pupils achieve this weekly average through a combination of PE lessons, active playtimes, extra-curricular activities and encouragement of active lifestyles at home.

2. **Independence:** Where children will become independent learners through solving problems and evaluating and adapt their approach. They develop skills through repetition and practice and are able to work co-operatively with self-discipline.

3. **Positive Attitudes:** Where children will develop the concepts of fair play, success and failure relating to both independent activities and cooperative games. Where they are aware of the effects of their actions, and their own and others' strengths and weaknesses. Children will develop as confident learners who enjoy physical activity and have a positive growth mindset.

4. **Safe Practice:** Children will develop an awareness of safety with regard to themselves and others, in relation to the preparation of equipment, response to instructions, posture, clothing and personal hygiene.

SCHEMES OF WORK

It is essential that each teacher follows the long-term plan for their year group in order that maximum continuity and progression is achieved throughout the school using lesson planning provided through our Get Set 4 Education PE scheme of work.

STAFF TRAINING AND CPD

Staff development in PE is supported through at least one annual staff meeting dedicated to discussing updates, changes and best practice in physical education. The PE Lead attends relevant external training courses and disseminates key learning to colleagues. This ensures all staff remain confident and up-to-date in their delivery of high-quality PE.

EQUAL OPPORTUNITIES

As with any other area of the curriculum, teachers, with the aid of support staff, must demonstrate adaptive teaching as part of our commitment to first quality teaching. This means ensuring the needs of every child is considered when planning and teaching PE, including the highest ability children, children with medical needs and children on our SEN register.

Opportunities will be open for all pupils including attending competitions. Our aim as a school is to provide as many children as possible with the opportunity to participate in both inter-school and intra-school competitions during the academic year.

We are committed to providing equal access to PE, sport and physical activity opportunities for all pupils regardless of gender. We actively challenge gender stereotypes in sport and ensure that curriculum content, extra-curricular clubs and competitive opportunities are equally accessible to and inclusive of both boys and girls. Staff are aware of the barriers that can prevent full participation and take steps to address these, such as offering a diverse range of activities that appeal to all pupils and using positive role models from a variety of sports.

Behaviour sanctions should not be used which would affect a child's participation in P.E. However, if a child's behaviour or action is considered by the teacher to be a danger to either themselves or others then, for reasons of safety, that child will be withdrawn. The child, where possible, will then be supported to reengage. (For further information please see school behaviour policy).

PE should not be used as a time for pupils to receive interventions related to other subjects.

Each child will be encouraged to challenge and fulfil their own potential. A wide range of extra-curricular activities exist to extend and develop specific skills and this may include selection for school team events. Written permission will be obtained from parents or guardians for such occasions.

PE KIT

At Farsley Westroyd we are smart and proud to be members of the Westroyd community. Wearing our PE kit creates a strong sense of belonging and ensures children can participate safely and comfortably in physical activities.

PE Uniform: Red plain T-shirt and black plain leggings, shorts or joggers. Pupils may choose to wear a red hoodie or their red school jumper/cardigan. Uniform does not need to have the school logo.

For safety reasons, all jewellery must be removed for PE lessons. Long hair should be tied back. Children are expected to come to school in their PE kit for all physical education lessons.

ASSESSMENT AND RECORDING

Assessment will be carried out according to the requirements of the National Curriculum. At the end of each unit, teachers will make an assessment of EXS (achieved the expected standard) or WT (working towards the expected standard) using the Key Knowledge Organiser provided by our scheme of work to base their assessment.

The end of Key Stage statements for Assessment at Key Stages 1 and 2 include the following statements of attainment:

KEY STAGE 1

Children must be able to:

- Plan and perform simple actions and sequences, safely.
- Practice and improve performance.
- Describe what they are doing.
- Know the effects of exercise on their body.

KEY STAGE 2

Children must be able to:

- Plan, practise, improve and remember more complex sequences.
- Perform effectively, and make quick decisions.
- Respond safely as individuals and in groups.
- Swim unaided 25 metres.
- Evaluate self and peer performance.
- Keep up energetic activity and understand the effect it has on their bodies.

SPECIFIC REQUIREMENTS FOR KEY STAGES 1 AND 2

The elements of Physical Education that children should experience in our school are:

- Athletic Exercises
- Dance
- Games
- Gymnastic Activities
- Outdoor and adventurous activities
- Swimming

EYFS will be assessed against the Early learning Goals for Physical Development.

BEYOND THE PE LESSON

All staff incorporate physical activity throughout the school day providing activity throughout the curriculum. This is via interesting and interactive lessons that involve movement, outdoor learning and regular brain gym breaks.

In accordance with the UK Chief Medical Officers' Physical Activity Guidelines, we encourage all children to minimise the amount of time spent being sedentary during the school day. Staff

incorporate opportunities to break up prolonged periods of sitting with light physical activity, including brain breaks, standing activities, and movement within lessons. This supports children's concentration, learning and overall wellbeing.

OUTDOOR AND ADVENTUROUS ACTIVITY

Outdoor learning is key driver for our curriculum. We endeavour to provide each year group with an opportunity to experience Outdoor and Adventurous Activity through yearly visits to the West Leeds Activity Centre, The Leeds Sailing and Activity Centre and Herd Farm as well as our offer of residential in Year 4 to Herd Farm and in Year 6 to Robinwood.

EXTRA CURRICULAR ACTIVITIES AND PARTNERSHIPS

The school offers a diverse range of afterschool sessions to ensure pupils have the opportunity to partake in physical activity via competitive sports, non-competitive sports and other areas of interest where physical activity is apparent, such as Yoga club. Pupils are consulted via discussion and questionnaires as to what clubs they would like on offer.

Our partnerships with the Well Leeds' Schools and The Leeds Rhinos' Foundation mean we have access to a wide-range of competitions and experiences throughout the school year and it is our commitment as a school to attend as many of these events as possible.

We carefully select events based on the needs of our pupils and adopt an inclusive approach to competitions and events. We attend events with the diverse range of ability within our school in mind, ensuring we attend a good mixture of opportunities such as:

- SEN (for children on our SEN register)
- Inspire and Engage (designed for children with little to no experience in that particular sport or activity with the aim to raise participation)
- Develop (non-competitive fixtures designed to enhance skill)
- Compete (competitive fixture and events)

We ensure pupils of all abilities have the opportunity to be competitive in line with our equality policy. We are an inclusive school. The selection of children for these events is closely monitored by the PE lead.

SCHOOL GAMES AWARD

We aim to achieve recognised status for physical activity and to achieve the recognised annual School Games Award. This helps to audit and enhance provision, alongside our annual review of the Sport Funding action plan.

PE AND SPORT PREMIUM

The school receives PE and Sport Premium funding to make additional and sustainable improvements to the quality of PE, sport and physical activity provision. A detailed breakdown of how this funding is allocated and its impact is published annually on the school website, in line with DfE requirements. The PE Lead is responsible for planning, monitoring and evaluating the use of this funding to ensure it delivers maximum benefit to all pupils. Expenditure priorities are reviewed annually and focus on areas including staff CPD, equipment, curriculum enhancement and increasing participation in competitive sport.

TRAVEL PLAN

Staying safe on the roads is an important life skill. We offer:

- Bikeability in Year 2, 4 and 6
- Road safety training
- Local walks

Active travel to and from school, including walking, cycling and scooting, contributes directly towards children achieving their recommended daily physical activity. We actively promote and support active travel through our participation in initiatives such as Bikeability training, walk to school events and our school travel plan. Families are encouraged to incorporate active travel into their daily routines wherever possible.

FREE PLAY

Break and lunchtimes compliment physical activity lessons. Many activities are available at lunchtimes and breaktimes, music and dance is encouraged. Activity trollies and cupboards are on offer alongside many resources for the children's interests to be explored via a wide array of resources.

Staff support the children in physical activity at lunch and breaktimes and also provide opportunities to develop fitness skills before returning to class.

INVOLVEMENT OF STAKEHOLDERS

We have an open-door policy where we welcome challenge. We offer questionnaires to pupils, staff and parents/carers. We work closely with parents/carers where there are concerns with individual pupils.

Our aim is that children leave our provision well prepared for the next stage of their education and with a positive, confident attitude to health and fitness.

SAFEGUARDING

The school's safeguarding policies and procedures apply to all PE activities, including off-site trips and competitions. Staff will receive training on safeguarding protocols to ensure the well-being and safety of all students.

External providers and visitors are made aware of our health and safety and safeguarding policies and must adhere to them.

EXTERNAL PROVIDER REQUIREMENTS

All external coaches and sports providers working in school must meet the following minimum requirements in line with AfPE Safe Practice guidance: an enhanced DBS check, a minimum UKCC Level 2 coaching qualification (or equivalent) in the activity being delivered, appropriate public liability insurance, and evidence of safeguarding training. External providers must complete the school's induction process and receive copies of relevant policies including safeguarding, behaviour, health and safety, and this PE policy. The PE Lead maintains records of external provider qualifications and monitors the quality of provision through regular observation and feedback.

HEALTH AND SAFETY

The school will adhere to health and safety guidelines to ensure a safe learning environment. This includes equipment checks, risk assessments for outdoor activities, and appropriate supervision during lessons and extracurricular sports clubs.

FIRST AID ARRANGEMENTS FOR PE

Suitable first aid arrangements are in place for all PE activities, both on-site and off-site. A first aid kit is available in the hall and is taken to outdoor PE lessons and off-site activities. Staff delivering PE are aware of the location of first aid equipment and the procedure for summoning first aid assistance. For off-site activities, at least one member of staff holds a current first aid qualification. Any accidents or injuries occurring during PE are recorded in the school's accident book and reported to parents. Regular analysis of PE-related incidents informs risk assessment reviews.

RISK ASSESSMENT

Risk assessments are in place for all PE activities and are reviewed at least annually by the PE Lead, or more frequently if circumstances change. Generic risk assessments cover routine activities in the hall, playground and field. Activity-specific risk assessments are completed for higher-risk activities including swimming, outdoor and adventurous activities, and use of specialist equipment. All off-site visits for PE purposes follow the school's Educational Visits Policy and require a specific risk assessment. Staff are briefed on relevant risk assessments before delivering activities and are responsible for conducting dynamic risk assessments during lessons.

This policy should be read in conjunction with AfPE's 'Safe Practice in Physical Education, School Sport and Physical Activity' (current edition), which provides comprehensive guidance on health and safety in PE. A copy of this document is held by the PE Lead and is available for all staff to reference.

POLICY REVIEW

This policy will be reviewed every two years by the PE Lead, or sooner if required due to changes in legislation, guidance or school circumstances. The next review date will be recorded on the front cover of this policy.