



As a church school, our vision is for each child to have a love of learning, hope, confidence, wisdom and respect for all.

'Life in all its fullness' *John 10:10*

Physical Activity Policy

Introduction

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 health and fitness for lifelong habits. Opportunities to partake in physical activity, most importantly maintains and can improve physical health, mental health and general wellbeing, whilst also embedding school games values – passion, self-belief, respect, honesty, determination and teamwork. These values are built upon a bedrock of our own school Christian values.

AIMS

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

PHYSICAL EDUCATION CURRICULUM

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.

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.

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.



The following elements are the basic components of the Physical Education we aim to provide in school:

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 diet across the school.

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.

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.

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.

EQUAL OPPORTUNITIES

(See Equality Policy and Objectives)

Opportunities will be open for all pupils including attending competitions. Accessibility is reviewed at least annually.

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.

ASSESSMENT AND RECORDING

Assessment will be carried out according to the requirements of the National Curriculum. 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 our Early Years Stepping Stones (every term) and against the 7 areas of learning.

SCHEMES OF WORK

Teachers follow the long-term plan for their year group in order that maximum continuity and progression is achieved throughout the school using the Sporting Influence Scheme of Learning.



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 via drama, dance, outdoor learning and regular brain gym breaks and the daily exercise.

OUTDOOR AND ADVENTUROUS ACTIVITY

Outdoor learning is key driver for our curriculum. Our curriculum begins in the local area, therefore all pupils experience local walks, map reading, forest school, OAA among other activities. Year 5/6 pupils experience outdoor adventurous activities via our residential to East Barnby, Outdoor Adventure Centre in Whitby.

EXTRA CURRICULAR ACTIVITIES

The school offers a diverse range of activities within lunchtimes and 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 gardening club.

Pupils are consulted via 'Thinking Circles' discussion and questionnaires as to what clubs they would like on offer.

COMPETITIVE SPORT

The pupils have the opportunity to attend many competitive sports fixtures throughout the school year. This is closely monitored by staff to ensure the majority of pupils attend an event and compete to their best ability as a team whilst also competing against their own targets in activities such as in cross –country. We ensure pupils of all abilities have the opportunity to be competitive in line with our equality policy. We are an inclusive school.

PARTNERSHIP

Working together to extend our provision for all our pupils is a high priority. We work together through:

- North Yorkshire Sport



- Thirsk School Sport Cluster
- Sporting Influence
- Outdoor Adventures Forest School
- Evangelina Dance School
- Netball4All
- Outside agencies e.g. Skip2Bfit, Sports4Schools, Climbing wall and archery, as the opportunity arises.

We are always looking for new partnerships for school development and raising achievement.

TRAVEL PLAN

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

Learn to ride your bike lessons (from age 2)

Y5/6 Bikeability

Road safety awareness week

Walk to school week

Local walks

FREE PLAY

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

Sports leaders and staff support the children in physical activity at lunch and breaktimes and also provide sports leaders activities to develop fitness skills before returning to class.

INVOLVEMENT OF STAKEHOLDERS

The termly PE newsletter showcases the PE taught each term. This is shared on Class Dojo and on our school website. Our annual parent survey allows the opportunity for parents to feedback on PE and other aspects of school.



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.

Role of Governors

- Monitor Physical Activity Policy in school
- Ensure Sports Premium funds are spent well
- To produce monitoring reports on gathering evidence of impact of PE Education and Sports Premium
- To monitor pupil progress in Headteacher Reports

Role of Headteacher/Subject Leader

- To ensure all pupils take part in the physical activity outlined in the policy
- To ensure staff have access to CPD relevant to sport and physical activity
- To review the policy
- To monitor pupil progress in PE
- To organise whole school events

Role of Teacher

- To deliver a high PE and physical activity quality curriculum
- To link other areas of the curriculum such as DT (healthy eating) and science
- To assess pupils in PE

Monitored by: FGB

Date adopted: June 2024

Next review: June 2026

Date of next review: 2 years