



Physical Activity Policy

November 2024

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1. Curriculum Intent

This subject policy is designed to support the overall curriculum intent of Elmbridge Primary School. This is summarised as:

- The Elmbridge curriculum will evolve to reflect the knowledge and skills needed for life in the 21st Century
- Our pupils will be confident to embrace the next stage of their learning
- Pupils will have enquiring minds, be independent and resilient
- Pupils will value the importance of reading and be able to communicate ideas effectively
- Staff and pupils will know how to look after their physical and mental health
- Staff and pupils will show respect, tolerance and compassion for each other

P.E. Curriculum Intent

P.E. ignites the body and mind!

At Elmbridge, we believe P.E. gives you the freedom to be the best that you can be. It develops teamwork, builds self-esteem and promotes good physical and mental wellbeing.

2. Implementation

At Elmbridge Primary School, physical activity refers to not only the Physical Education curriculum but also the wider curriculum. This includes sports events and visits, break and lunch times, extra-curricular physical activity and active travel.

Physical Education (P.E.) is taught throughout the school in line with National Curriculum guidelines. Each year, the children will have the opportunity to work within six areas of the P.E. Programme of Study. Our long term plan shows where each area of activity will be taught.

At Elmbridge Primary School we have agreed on progression in skills for gymnastics, dance, games, Outdoor Adventure Activities (OAA) and athletics. Swimming takes place from Year 3 through to 6.

Additional outdoor and adventurous activities take place in Years 4 and 5 through opportunities to go on off site visits, or take part in activities with external groups in school. These include activities such as canoeing, abseiling, climbing, archery, orienteering and collaborative problem solving activities.

At Elmbridge Primary School the aim is for each child to take part in a minimum of two hours of high quality P.E. per week. We provide every child with the opportunity to participate in Fit15 daily to develop the link between physical activity and mental health and wellbeing.

Activities are taught as a whole class but some regrouping is done to accommodate the range of ability and to take into account pupils previous experience in physical activity. Activities are usually taught in mixed gender groups.

Progression

P.E. sessions follow a programme specific to Elmbridge Primary School which covers all the requirements of the National Curriculum. The progression of objectives document outlines how the curriculum is progressive in P.E. from Reception to Year 6.

Early Years

In the Early Years Foundation Stage (EYFS), physical development is an integral part of learning and will relate to the physical development objectives of the Early Learning Goals (ELG), which are set out in the DFE's 'Statutory Framework for the Early Years Foundation Stage'. Children will be taught how to control their movements and negotiate space and obstacles safely, becoming competent movers with consideration for themselves and others. Children will also be encouraged to move energetically, such as by running, jumping, dancing, hopping, skipping and climbing. At this stage, children will also learn to demonstrate strength, balance and co-ordination when playing. Participating in P.E. lessons will also develop children's ability to manage themselves by getting dressed and undressed with increasing independence. Emotionally, children will also be exposed to new challenges and activities, in which they will be guided towards developing independence, resilience and perseverance. Furthermore, P.E. lessons will encourage children to work and play co-operatively and take turns with others.

Key Stage 1

Throughout Key Stage 1, pupils should master basic fundamental movements, including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. They should become increasingly competent and begin to apply these movements in a range of activities, and access a broad range of opportunities to extend these skills both individually and with others. Children at Elmbridge should be able to engage in competitive, against themselves and others, and co-operative physical activities, in a range of increasingly challenging situations. During this time, children will participate in team games, developing simple tactics for attacking and defending. They will also have the opportunity to perform dances using simple movement patterns.

Key Stage 2

At Elmbridge, pupils should continue to apply and develop a broader range of skills in all areas of Physical Education, building on their knowledge and expertise from previous years. Children should enjoy communicating, collaborating and having opportunities to compete with, and encourage, 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, and others', success.

Children will 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

Swimming sessions are delivered in 5 week blocks. A range of skills are explored to include:

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

Timetabling

P.E. lessons are timetabled for 2 hours per week. Pupils can access Fit15 daily to help towards their active 60 minutes. P.E. is also taught within other subject areas for example, science and wellbeing. Meaningful links are made and knowledge is built upon.

3. Methodology

Planning

The P.E. curriculum has been planned to ensure there is progression from early years to Year 6 and so that lessons follow a deliberate sequence; this will enable pupils to build on previous learning, revisit areas of the subject in order to deepen their learning and allow for subject knowledge and skills to be built on as the pupil makes the transition between year groups. Curriculum objective plans are used to create short term plans, with the flexibility to respond to pupils' needs, as well as the contributions they bring to the classroom.

Teaching (see teaching and learning policy)

P.E. lessons may be driven by a statement, question or learning outcome. Also, a range of stimuli and experiences may be employed, which are designed to engage the pupils and broaden their knowledge and skills. There will be explicit reference to previous learning when this is pertinent. Outdoor space will be used for some learning.

Recording

Pupils will have a variety of opportunities to demonstrate their learning. This may include:

- Dialogue between pupils and teacher/teaching assistant
- Photographs of events
- Keeping a record of achievements and contributions throughout their school life

Supporting Reading at Elmbridge Primary School

At Elmbridge Primary School, Reading is everything. P.E. will support reading by:

- Use of school and other library books
- Internet research

Enrichment and Cultural Capital

The aims of extra-curricular physical activity clubs are to further develop the skills and techniques learned during curriculum PE lessons, whilst at the same time adapting them to the needs and abilities of the children who attend the clubs. These clubs are also a way of promoting pupils' health and wellbeing.

We aim to provide a programme of extra-curricular activities. This will involve a large number of children and cover a wide range of interests. Periodically we survey the children to ascertain demand. Our philosophy is open access. We meet other schools by taking part in tournaments. Teams are chosen from those children who have been attending the club.

Extra-curricular clubs are run by teachers, pupils, parents and teaching assistants. Our children also benefit from specialist coaches, who visit the school throughout the year. All these clubs are overseen by the P.E. subject leader and Head Teacher.

Pupils are consulted annually about the range of extra-curricular clubs available to them. The feedback from this consultation informs staff of the needs and wishes of the pupils and, from this data, new clubs can be introduced.

All clubs are open to boys and girls. We have a 'less active' list of all those pupils who do not attend an active club and those pupils are interviewed to ascertain why they do not attend. Following these interviews, additional clubs are put in place, ensuring all of our children attend an active club. Our aim is to have 100% of our children taking part in an active club

Playtimes

At Elmbridge, we recognise that playtime is a vital part of every child's school day. We strive to make our 'Positive Playtimes' beneficial for children's enjoyment and physical health, as well as providing them with opportunities to develop their independence, social skills and resilience. As a school, we promote the 5 Ways to Wellbeing and use this concept to enhance our playtimes. There are signs around the school that remind children what the 5 Ways to Wellbeing are and staff around the school regularly give children reminders.

1. Connect – to talk to other children, be there for each other and feel connected.
2. Be Active – to move your body, from simply walking or stretching, to running around and playing a game of netball.
3. Take Notice – of how you are feeling and also the environment around you.
4. Keep Learning – learn how to interact with others, how to play new games and to make new friends.
5. Give – to give your time, a compliment or a listening ear.

In Years 5 and 6, children have the opportunity to apply and interview to **become an Active Leader**. This role requires children to be the face of active play and encourage and inspire other children in the school to try a new active game, take up a new sport or simply move their body more. Our **Active Leaders** are trained throughout the year to set up a wide range of active games for the children on the Year 1 and 2, and Year 3 and 4 playgrounds to participate in every lunchtime.

When children reach Year 6, they also have the opportunity to become a 'Helping Hand' on the Reception, Year 1 and 2, and Year 3 and 4 playgrounds at lunch times. These children undertake training to become a peer mediator and follow a script to resolve small conflicts or problems on the playground. This helps to reduce the number of incidents on the playground and helps to resolve small problems before they become larger ones.

During break and lunch times, staff on duty provide children with a range of 'Playmania' equipment and help set up games for children to play. A member of staff also runs an active club every lunch time for KS2 children to enjoy. These clubs make use of our facilities that are otherwise unoccupied. These include using the field, playgrounds, Trim Trail, wall bars and apparatus. Children also feedback on what they like about their playtimes and how they would like to improve them during Pupil Voice surveys.

Active Travel

As a school, we encourage Active Travel to and from school. Children have the opportunity to travel in to school with their bikes, scooters and roller skates and use these at break times around the track. We encourage children in Year 5 to take part in Bikeability in order to improve their ability and confidence when riding a bike on residential roads. As part of our CAS (Creating Active Schools) work, we review how we support families to actively travel including looking at storage to encourage this. Currently, we are working towards developing a walk to school initiative.

4. Impact

Formative and Summative assessment

Assessment is carried out formally using assessment spreadsheets, and informally on a day-to-day basis. These assessments inform the end of year report. Emphasis is also placed on pupils evaluating their own performance and the performance of others, in order to set targets for future work.

Monitoring

The P.E curriculum and policy are regularly evaluated and reviewed by the subject leader. The views of pupils, parents, staff and governors are used to make changes and improvements to the curriculum on an ongoing basis. The subject leader is responsible for monitoring the standards in their subject. They should aim to formally monitor their subject 3 times per year and complete a monitoring report form, which is then shared with the SLT. The monitoring should link to the subject action plan and may, in turn, lead to new action points being set. The curriculum governors should be invited to support the monitoring at least once per year.

Moderation

Part of the role of the subject leader is to organise moderation across the different classes and year groups (this could be as part of a staff meeting or during PPA time). The subject leader makes links with other schools, so standards can be judged against those in other settings.

5. Continuing Professional Development

The P.E subject leader keeps up to date with their own subject knowledge and skills, as part of their on-going appraisal. They, in turn, ensure that teachers have the relevant knowledge and skills they need to deliver high quality P.E lessons. They may decide to:

- Audit staff knowledge in order to identify gaps
- Deliver training during staff meeting, Twilight or INSET
- Invite external experts to deliver training

6. Equal opportunities

At Elmbridge Primary School, we promote the needs and interests of all pupils, regardless of gender, culture, ability or aptitude. Good quality work is a target for everyone.

We challenge stereotypes frequently and provide a programme of activities which are for boys and girls. Older children have provision in place for boys and girls to change separately.

We promote social learning by enabling the children to use and share the space and equipment safely, to work co-operatively with partners and in groups of varying sizes, and to appreciate each other's work. Through our dance lessons, pupils experience a variety of dance forms and styles, both British and from other cultures. Visiting other schools and taking part in competitive and non-competitive sports and dance events extends opportunities for social and cultural education. We also provide experiences at school that enhance and extend our curriculum such as archery or a climbing wall to take part on.

We teach P.E. to all children as P.E. forms part of the school curriculum policy to provide a broad and balanced education. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties or specific disabilities. Work in P.E. takes into account the targets set for children with 'My Plans'. We incorporate differentiated activities within our planning to support all children to achieve during the lesson.

Less Active

At Elmbridge, we believe that every child should have an opportunity to partake within a sport or physical activity. Many factors can contribute to children not partaking in clubs or being active. To provide equal opportunities for the children, we undertake a 'pupil voice' session for children to express their interests in which activity they would like to experience. Following the 'pupil voice' sessions, we cater our lunchtime activities to allow the children to fulfil their experiences that we hope will inspire them to lead a life of physical activity.

7. Spiritual, Moral, Social and Cultural (SMSC) Development

As a school, we **work together** to enable our pupils to be:

Ready, Respectful, Safe

Elmbridge Primary School supports SMSC in all subject areas. In P.E. this may look like the following:

Spiritual development

P.E. provides an opportunity to be creative and for pupils to use their imagination, particularly during our dance units of work. Children are encouraged throughout P.E. lessons to express themselves and enjoy learning how their body can move in different ways. P.E. lessons provide opportunities for children to reflect on their practice and to respectfully give their peers feedback.

Moral

In P.E., children are taught the importance of being a good sportsperson and how to be an effective team player. They are also taught how to follow the rules of a game fairly and why rules are important. Children are educated about how healthy active lifestyles can benefit their body and mind.

Social

As part of the P.E. curriculum, children are given the opportunity to work alongside their peers: in pairs, groups and small sided games. Elmbridge Primary School offers a variety of clubs, many of which have a sports focus. Sports teams regularly play against teams from other schools and, as part of our membership with GSSN, we strive to give all children the chance to take part in festivals and tournaments with other local schools. We also organise intra-sports events throughout the year. As part of the School Games programme, we encourage pupils to take part in activities which reflect the spirit of the School Games values, including determination, respect, self-belief, honest, passion and teamwork. Year 5 and 6 pupils have the chance to apply to be an Active Leader which involves volunteering their time to work with younger pupils. Playtimes give time for children to interact with their peers in an active way.

Cultural

P.E. is a subject that embraces cultural differences and neurodiversity. Through a rich calendar of events, pupils have access to different inter-sport experiences allowing them to compete either in a team or individually. We celebrate what is happening in the wider sporting world, for example the Olympics. Our wide range of clubs allows pupils the chance to participate in a sporting environment.

8. Links to other Policies

Elmbridge Primary School will consider P.E. when developing other policies, in particular:

- Behaviour and Relationships Policy
- English as an Additional Language
- Online and Acceptable User Policy
- All curriculum subjects
- Teaching and Learning
- SEND
- Staff Development
- Feedback & Assessment
- SMSC Development
- Off-Site Visits
- Pupil Premium
- Safeguarding and Child Protection
- Transition
- Young Carers and Young Ambassadors
- Accessibility

This list is not exhaustive; it will be added to should additional linked policies be produced, developed or reviewed.

9. Links to other subjects

Links to other subjects

Connections to other subject areas may be made when teaching P.E. These may include:

- Maths** - Geometry including shapes, symmetry and directions
- English** - Reading instructional text
- Reading non-fiction texts linked to sport
- Science** - Benefits of a healthy active lifestyle
- Wellbeing**
- How to make choices that improve their health and well being
 - Listen to others, work and play co-operatively
 - Develop relationships through work and play
 - Benefits of exercise and healthy living
 - Developing leadership qualities and teamwork skills
- Computing**
- Use of technology to record performances and compare ideas and quality
- Music**
- Rhythm and pattern in Dance. Responding to music
- Geography**
- Outdoor activity challenges, orienteering and problem solving skills
 - Locating countries competing in sporting events
- RE**
- Working together, learning consideration and respect for others
- History**
- During dance units children look at movement through the years
- Art**
- Children can express themselves through gymnastics and dance