

School Policy for Physical Activity



Uffington
Church of England
Primary School

1. Introduction

Physical activity is an integral part of daily life in a health-promoting school. It can contribute to the physical, social and emotional well-being of all children, young people and staff within the school and its community. This policy outlines the purpose, nature and management of Physical Activity at Uffington School.

The school aims to meet the 'one hour a day' physical activity recommendation in addition to providing two hours quality P.E. per week for each child. All children take part in organized physical activities at least twice a week.

The school aims to maximize opportunities to enhance the P.E. curriculum, active play and out of school hours learning through its active involvement with the Inspire+ sports charity and Stamford Schools' Sports Association. Sports Premium funding is used to provide specialist coaching, extra-curricular activities, training and resources.

This policy reflects the consensus of opinion of the whole staff and has the full agreement of the Governing Body.

The implementation of this policy is the responsibility of all staff.

2. The Aims of Physical Activity

- To engage in activities that develop stamina, strength, speed, flexibility and cardiovascular health.
- 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 the children's understanding of the links between physical activity and good health.

3. Physical Education

Physical Education educates children in the use and knowledge of the body and its movements. It develops physical competence, self-esteem, artistic and aesthetic understanding within movement.

Throughout the school, Physical Education contributes towards the development of problem-solving, inter-personal skills and the forging of links between the school and the community.

At Uffington School, the Physical Education curriculum includes games, gymnastics and dance, cross-country running, athletics, swimming and outdoor adventurous activities.

3.2. The Aims of Physical Education

- To develop positive attitudes towards the convention of fair play and good sporting behaviour, and to help children cope with both success and disappointment in competitive and co-operative physical activities.
- To be aware of the need to readily follow instructions and relevant rules, laws, codes and etiquette for different activities.
- To make the children aware of health, hygiene and safety issues relating to themselves and others in physical activities.

3.3. Entitlement to Physical Education

- Physical Education is an integral part of the National Curriculum 2014.
- All children are taught the skills and knowledge of Physical Education as outlined in the purpose of study of the National Curriculum.
- All areas of study are covered at least once at Key Stage 1 and at least twice at Key Stage 2.

3.4. Implementation of the Curriculum for Physical Education

- In the Foundation Stage, Physical Education activities come from within the Early Learning Goals and promote the prime area of Physical Development. We encourage children to develop confidence and control in the way that they move, and the way they handle tools and equipment. The children are given the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.
- In Key Stage 1, children develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others. They engage in competitive and co-operative physical activities, in a range of increasingly challenging situations.

- In Key Stage 2, children continue to implement 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 enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Swimming is taught throughout the school. Children in the Foundation Stage and Key Stage 1 receive ten consecutive lessons each school year. Children in Years 3 and 4 swim in the Autumn and Summer terms (two blocks of ten consecutive lessons), and children in Years 5 and 6 during the Spring terms (ten consecutive lessons).
- Physical Education is taught to all children, whatever their ability; teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in Physical Education may take into account targets set for individual children in their Individual Education Plans.
- Modified equipment for children with special physical and / or educational needs is provided as appropriate.

3.5. Health and Safety in Physical Education

- Children are made aware of the need for appropriate footwear and clothing, and the need for all jewellery to be removed before participating in any activity. (If earring studs need to be kept in, they must be covered with plasters or porous tape which should be provided by parents.) *n.b. Personal fitness trackers are deemed to be items of jewellery and are therefore not allowed to be worn.*
- Hair which is shoulder-length or longer must be tied back. Long fringes must be clipped back.
- Where a child does not have appropriate sports kit in school, he or she will not be allowed to participate in P.E. activities.

3.6. Assessment and Recording in Physical Education

- Informal assessments of attainment and progress in Physical Education are made through observation. Judgements are made against the learning objectives for a lesson or series of lessons.
- Attainment and progress in Physical Education is reported to parents annually as part of the Individual Report.

4. Playtimes

- All children are expected to go outside at playtime. All efforts are made for children to play outdoors unless the weather is particularly inclement.
- Hard play area space is limited; playtimes are staggered to maximize space for physical activity.
- Wherever possible, children have access to the school field at playtime.
- The playground has a variety of markings to encourage imaginative play.
- A variety of creative / sports equipment is available for children to use during playtimes.
- Midday supervisors are trained in leading playtime activities and are expected to be actively involved in playtime games.
- Older children are encouraged to organise and lead activities for younger children through the Bronze Sports Ambassador programme.

5. Active Travel to School

- The school encourages families to participate in active travel to school. Information regarding active travel is communicated to parents / carers through the school brochure, the school website and newsletters. The school also liaises with the Parish Council to promote active travel.
- Children are actively encouraged to walk to school. Two 'Park and Stride' sites have been identified in the village. Parents of children living beyond walking distance of the school are encouraged to make use of these facilities.
- Children living within safe cycling distance of the school are encouraged to travel by bicycle or scooter.

6. Outdoor Education

Every opportunity is taken to provide outdoor education throughout the school:

- The school grounds, especially the garden, and the village provide an ideal environment for outdoor education. Children also have access to outdoor education activities through educational visits.
- Children in Years 5 and 6 have the opportunity to participate in outdoor adventurous activities as part of the annual residential visit to the Kingswood Activity Centres. Children in Years 3 and 4 spend a day at the PGL Outdoor Adventure Centre at Caythorpe each summer.

7. Out of School Hours Learning

- All children have the opportunity to participate in Out of School Hours Learning from Year 1. Pupil Premium funding is utilized to subsidise the cost of activities for children in receipt of free school meals.
- Children are encouraged to participate in after-school and lunch-time sporting activities, and, where appropriate, to represent the school in competitive events against other schools in the community.
- Activities such as Multiskills are planned to target groups known to be less involved in physical activity outside school.

Monitoring and Review

A number of measures are in place to monitor and review provision for physical activity:

- Audits of PE provision and resources to ensure effective utilisation of Sports Premium funding.
- Staff performance reviews (training needs)
- Pupil and Parental Surveys
- Headteacher's Reports to governors

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The Headteacher and staff will review this policy biennially. Any suggested amendments will be presented to the Governing Body at their first meeting following review.

Policy reviewed by the Curriculum and Standards Committee	January 2014
Policy reviewed by the Curriculum and Standards Committee	February 2016
Policy reviewed by the Curriculum and Standards Committee	February 2018
Policy reviewed	June 2020
Next review	June 2022

APPENDIX 1



Dear Parents

P.E. Lessons

Following a review of the school P.E. Policy, may I respectfully remind you of the following:

Fitness to take part in P.E. lessons

If your child is not fit enough to take part in P.E. please write a short note addressed to your child's teacher (Mrs Swanson for children in KS2).

If your child has a long-term condition that precludes him or her from P.E. lessons, please inform school when he or she is fit again.

Swimming

If your child is unfit to swim, please notify the school by 9am on the Friday that the lesson is due to take place to allow staff time to make alternative arrangements. Long term medical conditions that affect swimming should be discussed with your child's class teacher.

Verrucae

If your child has a verruca, please provide a swimming sock or ensure that the verruca has been treated with medication that seals the infection, e.g. Bazuka.

P.E. Kit

Please ensure that your child has full P.E. kit in school throughout the week. Children will be asked to change into their trainers if they wish to participate in sports on the field at lunchtime.

For reasons of health and safety, children without appropriate P.E. kit in school will not be permitted to take part.

Health and Safety

Hair which is shoulder-length or longer must be tied back. Long fringes must be clipped back.

All jewellery must be removed before participating in P.E. activities. (If earring studs need to be kept in, they must be covered with plasters or porous tape which should be provided by

parents.) *n.b. Personal fitness trackers are deemed to be items of jewellery and are therefore not allowed to be worn.*

Swimming Hats

All children should wear a hat for swimming unless there is a medical reason for not wearing one. Hats are available from the school office for £1.50.

Many thanks for your co-operation.

Yours sincerely

Mrs H R Simms
Headteacher

A full copy of the school policy can be found on the school's website
www.uffingtonprimary.co.uk

COVID-19 Guidelines

Physical education teaching in schools and settings

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This document has been based on the most up-to-date information released by the UK Government, Department of Education and Public Health England to support schools in the management of Physical Education, School Sport and Physical Activity during the phased return to schools. It also complements the guidance shared by The Association for Physical Education. www.afpe.org.uk .

This document provides recommendations on good practice for Physical Education or Physical Activity contexts to support physical distancing when equipment or sports gear cannot be shared between young people, and they must be 2m apart.

These recommendations refer to the types of movement typically found on school grounds, during Physical Education lessons, breaks, playtimes and lunchtimes, School Sport, Physical Activity and incidental movement.

There should be no pressure for staff to teach to 'a catch up' model.

Schools should be confident that exceptions/adjustments can be made.

This should then nurture a growth environment as the academic year rolls out.

Guidance	Recommended good practice in school
<p>Equipment should not be shared.</p> <p>This means no sports kit or equipment that travels, or is passed from one student to another using their hands should be used (ropes, balls, sticks, bats, rackets, gym mats, etc.).</p>	<p>If you have a small number of young people, and there is capacity – clean the equipment, and provide it for each child. This kit can only be touched/returned by that child. Instructions should be clear to this effect. This kit becomes 'theirs' and theirs alone whilst they are in the lesson. After the lesson, all equipment should be cleaned/sanitised before the next class.</p>
<p>There should be no organised contact activities (including team practices or training).</p> <p>High risk activities or new skills beyond the young people's capabilities should be avoided. i.e. gymnastics where you cannot spot or support young people that are inverted.</p>	<p>Individualise activities as much as possible.</p> <p>Safety is paramount – if the child can do a skill safely and it is well within their ability, then allow it.</p> <p>Discourage activities that are physically challenging for the child, which might require adult intervention or physical support, or could result in injury.</p>
<p>Non-contact sports, or games where young people are close (within 2m) should not take place.</p> <p>Fixed Playground equipment cannot be used.</p> <p>Outdoor fields, playgrounds, courts, or artificial surfaces are ok but 2m physical distancing is required</p> <p>No shared gym equipment is to be used.</p>	<p>Plan activities and contexts where young people can be 2m apart and do not need to touch or use equipment.</p> <ol style="list-style-type: none"> 1. <i>Walking & running</i> <ul style="list-style-type: none"> • Physical distanced follow-my- leader. • Creative/rhythm walking. • Running/jogging/skipping activities. • Free running. • Personal challenges (distances and times). 2. <i>Individual orienteering activities on the school site</i> 3. <i>Teacher led activities where young people copy or mirror</i> <ul style="list-style-type: none"> • Yoga • Dance • Aerobics 4. <i>Personal physical challenges, strength-based challenges or flexibility-based challenges.</i>

<p>The 2m social distancing regime must be respected when young people are changing for PE lessons</p>	<p>When there are timetabled Physical Education lessons, consider encouraging young people to wear PE uniform all day. This would enable safer management of young people, when they would normally be changing before or after PE lessons. Allowing young people to remain in kit all day would minimise to mitigate the risk and increase learning time.</p> <p>Consider having spare clothes as a contingency for wet weather</p>
<p>Group sizes should not exceed 15, and a 'bubble' should be created around those children.</p>	<p>Groups can be smaller, but do not mix 'bubbles' to make larger PE groups. The use of coaches to lead PE lessons must be risk assessed. The movement of coaches between schools on the same day should be avoided.</p>
<p>Robust hygiene regimes before and after Physical Education lessons or movement/physical activity breaks.</p>	<p>Young people and adults wash their hands with soap and water for 20 seconds before and after activity.</p> <p>Use of hand sanitizer should be available.</p> <p>All equipment with a hard surface should be cleaned/sanitised after use – any soft equipment, should also be washed?</p> <p>For some equipment used in a lesson, there may be value in wiping down surfaces during activities.</p> <p>Have a bag to contain any tissues, wipes used during an activity and dispose of according to current guidance.</p>
<p>Do not share drink bottles/whistles/bibs/bands etc.</p>	<p>Avoid using Whistles unless in emergencies. Use non-verbal cues, or clapping signals for gaining attention.</p> <p>Lock away kit and equipment that is 'tempting' to grab habitually.</p> <p>Bibs and bands should not be used or shared.</p>
<p>Clear, visual signage in open spaces reminding students to stay apart and wash their hands.</p>	<p>'Non-threatening' Posters that clearly indicate the guidance visually are ideal – the less words the better! Normalise don't traumatise'</p>

As a response to this guidance, and advice from Public Health England and The Department of Education, schools and settings must review their risk assessments, and make any adjustments to current practice to ensure that the safety and wellbeing of young people and adults is not compromised