

**Physical Activity & Physical Education**

**Policy 2021/22**

**Physically Activity – Our approach**

The Academy at St James has been identified by Sport England’s Local Delivery Pilot as a neighbourhood with dangerously high levels of inactivity amongst our children and families.

Our school is in North Bradford, serving the communities of Thornton, Lower Grange and Allerton.

According to the Index of Multiple Deprivation 2019, these are amongst the

**10%** most deprived neighbourhoods in the country.

Born in Bradford data shows that **77%** of 5-11-year-olds don’t do the recommended 60 minutes of moderate-to-vigorous intensity physical activity each day and **38%** of pupils leave primary school overweight or obese.

**‘Physically Active Enrichment’** Is our dedicated approach to embedding positive physical activity behaviours ensures that every child within key stage 1 & 2 receive one hour (in addition to their curriculum PE lesson) of protected physical activity time every Friday. This session is in line with the NCPE aim ‘lead active healthy lives’ providing experiences which may not be accessible to our families beyond the school day. Pupils are able to select from a broad range of physically active opportunities including connecting with nature, informal risky play, cycling/scooting, Ju-jitsu, Fencing, Snooker, Archery, traditional/non-traditional & individual sports and challenges promoting MVPA (in line with the CMO guidelines)

**Active Travel** The school is developing a school travel plan in association with the school travel adviser. Our school promotes active travel and host regular initiatives to support. Children, young people, staff and parents/carers are encouraged to walk or cycle to school which is regularly publicised through a variety of means including social media and the school newsletter.

**Other opportunities for pupils to be active**

Beyond break and lunchtimes pupils are able to access physical activity through our after-school program and involvement in the School Games competitions. Class teachers are encouraged to introduce physical activity as part of half termly curriculum ‘Hook days’ this takes place on the first day back, in which pupils begin a new learning theme. Which for example could be planned to incorporate physical activity in on beyond the classroom. Pupils also receive attendance rewards, this can be a full morning in our outdoor learning space, a Disco or extra playtime. We also offer Forest School sessions four times per week. These sessions involve bush fire lighting skills, picture orienteering, tool use, den building and nature spotting walks. Sessions are specifically for our most inactive and or high profile (SEMH) pupils.

**EYFS provision**

Our EYFS Physical Development sessions provide the basis for our youngest pupils to develop physically, socially and cognitively while improving their overall mental health and wellbeing. Pupils who attend both the morning and afternoon sessions in Nursery alongside our Reception age pupils access a session between 30- 60 minutes weekly. A significant focus is placed on fine and gross motor development to support pupils in meeting the EYFS ELG’s through the development of - Fundamental movement skills.

Fundamental Movement Skills can be used to enable movement in formal and informal activity sessions (play, games, dance and sport) in schools, sports clubs, and community groups and at home.

Pupils should be taught:

* **Locomotor skills** involve the body moving in any direction from one point to another. Locomotor skills in walking, running, dodging, jumping, hopping and skipping.
* **Stability skills** involve the body balancing either in one place (static) or while in motion (dynamic). Stability skills include landing, balance (static and dynamic) and rotation.
* **Object control/Manipulative skills** involve handling and controlling objects with the hand, the foot or an implement (stick, bat or racquet). Manipulative skills in include throwing and catching, striking with the hands, feet and an implement (e.g. kicking, volleying, batting and dribbling)

**Physical Education & Physical Activity Aims**

In order to promote physically educated, active and healthy citizens of the future, children should:

• have the opportunity to take part in enjoyable, exciting lessons and experiences which develop the whole child; socially, affectively, physically and cognitively

• develop a range of knowledge surrounding physical competencies, rules/tactics and healthy participation/ behaviours

* engage in MVPA (moderately/vigorously physically active) lessons and activities which develop mental health and wellbeing, cardio vascular health, flexibility, muscular strength and endurance

**School Values: How they contribute to our PA & PA curriculum offer**



***Community-*** In order to develop positive dispositions and respect for the whole school community children should adhere to school values:

***Peace-*** aim to conduct themselves calmly in challenging situations

***Trust-*** take opportunities to display fair play and honesty in competition

***Respect-*** consider their attitudes and be mindful of others in their environment

***Forgiveness-*** work on developing an empathy and tolerance towards others

***Courage -*** try to cope with success and limitations within learning activities

**Strategies in NCPE**

Pedagogical approaches in PE to support the development of a range of knowledge:

Lesson structures apply a stepped process 1: Explore ideas 2: Share the best ideas 3: Practice and improve 4: Show others our work 5: Discuss strengths and targets.

Use of AfL opportunities to scaffold learning, such as video analysis, HOT questioning, observation/demonstration, peer feedback and collaborative learning strategies.

**Funding**

**PE & School Sport Premium Grant**

**The Government invest £320m per year directly into primary schools with the objective of achieving self-sustaining improvement in the quality of PE and sport.** There is a long-term vision that all pupils leave primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

Academy at St James receives £16,000 plus £10 per child in years 1- 6. The funding is carefully considered and sustainably invested in line with key indicators se t by Government. Here are some examples of how we invest our grant annually:

* Development of exciting PESSPA experiences within and beyond the curriculum
* Opportunities to experience an OAA residential in Year 4 & 6
* Equipment and resources to support high quality curriculum and extra-curricular learning

Please see our school website for a detailed breakdown/ report on our PE & Sports Premium investment.

**Curriculum Design**

***Games/Athletics* (KS1 and KS2)**

Pupils should be taught:

• Participate in simple competitive games

• A variety of ways to send, receive, strike and travel with/without a ball

 • Games which include running, chasing, dodging, avoiding and awareness of space and other players

 • To develop skills and knowledge for attacking, defending, invasion, striking and fielding

• To play small-sided and simplified versions of net/wall and target games

• To develop and refine basic running, jumping and throwing techniques using a variety of equipment

• To measure, compare, observe and improve their own performance and confidently articulate this with peers

***Movement: (KS1 and KS2)***

*Including Gymnastics & Dance*

Pupils should be taught:

• To use technical vocabulary

• To perform basic actions of travelling (turning, rolling, jumping, balancing, climbing)

• To link movements on the floor and apparatus

• To repeat movements / develop sequences

• To develop complex movements

•To compose and control movements by varying shape, size, direction, level, speed, tension and continuity

• Experience and respond to different genres of music

• To express feelings moods and ideas

* Observe, feedback/evaluate own and other performance suggesting strength and developments

**Swimming (KS2)**

*Benefits of water safety and swimming lessons:*

• Learning to swim allows pupils to have fun in the water with family and friends.

• Water safety is an essential life-saving skill.

• Swimming provides numerous physical and mental benefits throughout a pupils’ life.

• Knowing how to swim provides access to many other water-related activities – and careers.

• Learning about water safety in different water environments and situations is vital to staying safe in and around water

*Pupils should be taught:*

 • To swim unaided, competently and safely for at least 25m

• To develop confidence in water and

• To develop floating skills and support positions

• To develop an effective and efficient swimming strokes on the front and back

• To understand and follow basic water safety and survival skills

**Role of Curriculum Subject Leader**

• With the Head teacher, to share a role in the monitoring and evaluation of the PE curriculum throughout the school.

•To plan and complete the PESS Premium funding reporting document in line with the 5 key indicator for sustainable and effective investment.

• To keep up to date with current good practice and with national changes within the PE curriculum.

 • To evaluate and update the Policy and curriculum plans and resources on a regular basis.

• To assist the Head teacher and Governors in the development of the School Improvement Plan.

 • To manage a budget to purchase in line with the school’s needs.

• To support members of staff in the use of effective planning, assessment and recording systems.

• To oversee an annual inspection of all PE equipment.

• To maintain a high standard of PE teaching in his/her own classroom and ensure that PE keeps a high profile within the school, through sports activities, external support, etc.

• To encourage other members of staff in their teaching of PE and to give support where appropriate.

 • To encourage staff to work within the guidelines laid down in the PE policy.

**Monitoring and Evaluation**

• Pupils will be assessed using a whole child approach in relation to their Physical Literacy journey. Equal importance will be placed upon the following domains Physical, Social, Cognitive and Affective

• Summative and formative assessment in PE is carried out by PE leader/class teacher considering procedural and declarative knowledge development- informally during the course of teaching through observation

• At the end of each unit of work PE leader to complete pupil assessments in order to update the children’s progress in that area of PE.

• This information is used to assist in to inform future planning for the PE leader

**Inclusion**

In accordance with the school’s Inclusion Policy.

Lessons are carefully differentiated to meet the needs of all learners are met and all pupils have fair access to the PE curriculum. This allows more able pupils to be stretched as well as supporting pupils with SEND. We achieve this through the application of the (STEP principle) considering adaptations/modification in following areas.

Space: Learning space

Task: adaptations to learning activity

Equipment: age and stage appropriate use of physical resources

People: ability groups/ role models to demonstrate and support

The Disability Sport Inclusion Spectrum model is also applied where necessary. This model allows the lesson to be modified through Modified- Open- Parallel and/or Separate activities

Regardless of starting points or SEND, we feel that pupils are able to develop their knowledge through at least one of the three pillars of physical education; Motor competency, rules/tactics and healthy behaviours/participation

**Health and Safety**

Everyone has a duty under health & safety guidelines to ensure PE/PA activities are carried out with due regard to the safety of staff and pupils in line with school, Local Authority and Health & Safety Policies. Advice can be sought from the Local Authority’s adviser, or the staff members responsible for Health & Safety. Reference should be made to the school’s Risk Assessments. All staff have a copy of the Health and Safety Policy in school documentation file.

• All equipment, apparatus and environment should be checked before the start of every lesson/Activity by teacher and is the responsibility of the teacher

 • Children should be given health and safety guidance through the lesson/activity

• All jewellery should be removed and stored safely before each lesson/activity

• If children wear stud earings they should be taken out by the child. If this is not possible, the child should be given tape to cover their earings. Children must place and remove the tape independently

• All long hair should be tied back

• Suitable clothing should be worn for each lesson/ activity (see school prospectus for correct clothing) Children should not engage in physical activity without correct kit

 • For indoor PE/PA children should walk to the hall with suitable footwear on (pumps/trainers or appropriate school shoes)

• All children taking part in indoor PE/PA should wear suitable footwear (pumps or trainers)

• For gymnastics when the apparatus is being used suitable footwear should be worn (pumps or barefoot only)

• All children with verruca’s should wear pumps/suitable footwear

• Pupils without a PE kit will be provided with one to ensure there are no unnecessary barriers to participation.

•Pupils will arrive to school on their PE days wearing school PE kit.

When travelling to sporting events or external activities, the appropriate risk assessments are completed and the following issues addressed:

 • All children wear seat belts

• All supervising adults to be aware of risk implications

 • All supervising adults that attend swimming to hold a current DBS

 • All transporting adults to be fully insured

• Parent permission for taking children out of school obtained (unless local visit permissions have been previously agreed/signed)

• Parent permission for children to be transported by other parents

• After school competitions children to be transported by a responsible member of staff/ transport company with relevant.

**Reviewed and approved by:** *Chris Tolson/Niall O’Brien*

**Date -** 21/03/2022

**Approved by Governors:-**

**Date -** 21/03/2022

**Signature:-** Niall O’Brien

**Position:-** PESSPA & Outdoor Learning Lead

 **Date:-21/03/2022**

**Next review date:- 21/03/2022**