



## Thameside Primary School: Physical Activity Policy

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<b>Policy reviewed by:</b>	Ciara Finn and Andy Butler-Willis
<b>Key Changes:</b>	<p>Year 1 – specification of one timetabled session and then the rest promoted through Continuous Provision</p> <p>Information about coaches adapted</p> <p>Information about swimming lessons changed</p> <p>Information about The Daily Mile and Stormbreak – changed to ‘movement breaks’</p> <p>Removed Wake up Shake up section</p> <p>Removed adventure playground as this is being taken off the playground</p> <p>Added to section about extra-curricular events</p>



Thameside Primary School is a Rights Respecting School and therefore school policies will respect the UN Convention on the rights of the child. The policy for Physical Activity links to

*Article 29: Education should develop each child's personality and talents to the full. It should encourage children respect others human rights and their own and other cultures.*

*Article 31: Children have the right to relax and play, and to join in a wide range of activities*

## **Aims**

The curriculum and extra curricula activities aim to provide opportunities for all pupils to achieve.

## **Aims of Physical Activity**

- To develop pupils' confidence and competence when performing a range of skills
- To improve gross and fine motor skills
- To promote physical skilfulness
- To promote physical development
- To promote a knowledge of the body in action
- To provide opportunities to be creative
- To develop teamwork skills
- To develop leadership skills
- To develop skills of negotiation
- To promote a positive attitude towards active and healthy lifestyles
- To be able to make choices about how to get involved in lifelong physical activity

## **Introduction**

This policy covers all aspects of physical activity offered in school, both through the curriculum and extra curricula activities. It should be read in conjunction with our annual Sports Premium report:

<https://www.thamesideprimary.co.uk/page/?title=Sport+Premium&pid=189>

High quality physical education contributes to a range of outcomes for young people. Not only does it support physical development, movement skills and body confidence, but it also contributes to their physical, mental and emotional health and well-being. PE is a powerful vehicle for developing wider skills, qualities and aspirations through participation as participations, leaders and organisers. It is evidenced that a positive relationship exists between physical activity and enhanced cognitive skills. Primary age pupils who, from participating in as little as 10 minutes of additional organised physical activity a day, gain the most benefit in terms of enhanced cognitive function, improved classroom behaviour and consequently enhanced academic performance\*. In order to maximise the impact on a child's attainment and overall achievement, PE needs to be deliberate and an explicit part of a child's education journey. Without planned intervention, only 10% of children will transfer gains made through PE into measurable school achievement outcomes.

Taken from: LEICESTERSHIRE AND RUTLAND SPORT, *PE and School Sport – 'A Guide for Governors'* Leicestershire and Rutland, No date, 8/3/20, <http://learningsouthleicestershiressp.org.uk/media/2015/02/lrs-pe-school-sport-a-guide-for-governors.pdf>

\*Stead R, and Neville M (2010), *The Impact of Physical Education and Sport on Education Outcomes: A Review of Literature*. Institute of Youth Sport, Loughborough University.

## **PE at Thameside**

Each class in Year 2 to Year 6 is timetabled for 2 x PE lessons per week; this includes one indoor session and one outdoor session. The total time given to PE will be between 1.5 to 2 hours per week. Please see PE planning for further details. In EYFS, each class has one timetabled indoor PE session per week. In addition to this, there are other activities available that promote physical activity. In Year 1, they have one timetabled



session a week (either indoor or outdoor, it is sport dependent) and other physical activity is promoted through their Continuous Provision learning.

Each class currently receives support from qualified coaches during their PE lessons for one half term. This provides CPD for teachers, who are expected to be out there with the coaches and gaining new skills and ideas. The quantity of coaching received and the sports that are covered are reviewed each year.

Year 4 and 5 children attend swimming lessons during the year for a term and Year 6 children have catch up sessions.

Children from Foundation Stage to Year 4 come to school in their PE kits on their PE days, to ensure they get the maximum time for their PE lessons. Years 5 and 6 change for PE at school before lessons. All children are expected to wear the correct PE kit in line with the school's Uniform Policy.

### Movement Breaks

Classes have movement breaks included in their daily timetable. These are 10-minute slots of movement.

Classes aim to run some laps of the Daily Mile track two to three times a week. Each class has a timetabled slot and this is reflected in their daily timetables.

Research undertaken by Swansea University, in association with HAPPEN WALES, has concluded that The Daily Mile can increase children's fitness (9%) and has a positive impact on children's attitudes towards physical activity. In addition, children reported increased feelings of happiness and demonstrated improvements in group work and social interactions with peers.

Taken from: Swansea University and HAPPEN Wales (2020) as cited in (THE DAILY MILE, *Research The Daily Mile (online)*, UK, 2020, 8.3.20, <https://thedailymile.co.uk/research/> )

The other form of movement break encouraged across the school two to three times a week is 'Stormbreak', a mentally healthy movement programme. This consists of videos that give children a movement break whilst teaching them skills to improve their mental health.

### Enrichment

As part of Enrichment, children will be given the opportunity to choose to take part in PE sessions linked to the Enrichment theme.

### **Outdoor activities**

#### Foundation Stage – Reception

The Foundation Stage Curriculum is designed so that children can choose to learn both inside and out. Children are able to choose where they would like to learn and there is also timetabled PE in the hall each week.

Physical development is a prime area of the Early Years Foundation Stage Curriculum and aims to improve children's fine and gross motor skills.

#### Active play at lunchtimes

The Scrapstore is used by children at lunch time each day. The children are able to select which equipment they would like to use. They are able to use this in imaginative ways with it promoting creative play and therefore movement. Staff are trained to help support activities such as building, creating obstacle courses and role play.



Football is offered to Year 6 children at lunchtimes in the summer term but children are not permitted to play with balls at breaktimes or lunchtimes, largely due to disputes caused which negatively impact on learning time in lessons.

### Residential trip to Rhos-y-Gwaliau

All Year 6 children will be invited to take part in a residential trip to North Wales in the Spring term. This trip includes many physical activities including mountain and rock climbing, gorge walking and canoeing.

This trip is subsidised by the school through grants offered by Berkshire Outdoor Education Trust and through the school's own funding. Pupils in receipt of Pupil Premium will not be charged for this trip in Y6. Please refer to the *Charging and Remissions Policy*.

### Extra-curricular sports

Thameside Primary has a good range of extra-curricular sports activities on offer to children, throughout the year. These are run by a variety of different professionals.

These clubs can include sports such as football, netball, multi-skills, hockey, gymnastics, and cricket. Clubs offered are reviewed each term. Most clubs available are run with a cost to parents although there is a free weekly KS2 Running Club lead by the head teacher and football at lunchtimes in the summer term of Year 6.

We also aim to organise as many extra-curricular PE events as possible throughout the year. These include having companies and clubs come in and work with classes in various year groups on specific sports (e.g. the fencing day and cricket day) and sporting events at other venues.

### **Parental Involvement**

Where appropriate, parents will be asked to support physical activities. They will be encouraged to attend competitive matches and other sporting events including an annual sports day.

### **Cycling to school**

Cycle and scooter stands are provided so that children are able to cycle or scooter to school. Helmets must be worn by children cycling to school and parents will be informed if children are not wearing the appropriate headwear.

There is also a cycle rack for staff bicycles.

### **Health and Safety**

When working with tools, materials and equipment, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- a about hazards, risks and risk control.
- b to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- c to use information to assess the immediate and cumulative risks.
- d to manage their environment to ensure the health and safety of themselves and others.
- e to explain the steps they take to control risks.

(ref. National Curriculum p40)



Apparatus assembled by the children must be checked before use and put away at the end of PE lessons. Pupils must wear suitable clothing and footwear, long hair should be tied back, and watches and jewellery including necklaces, bracelets and earrings should be removed.

Special consideration must be given to pupils who have religious or cultural restraints on removing certain items for PE and physical activity. Teachers must also be aware of children with special educational needs ranging from physical ability to health matters.

### **Equal Opportunities: Inclusion**

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.

Teachers should take account of their duties under equal opportunities legislation. A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. The SEN Code of Practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them. With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

Schools are able to provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils such as speech and language therapy and mobility training.

Please refer to the National Curriculum Document 2014 para 4.

### **Providing Equality of Opportunity**

Teaching approaches that provide equality of opportunity include:

- ensuring that all resources and materials actively challenge racial stereotyping
- ensuring that all children, irrespective of race, have equal access to the curriculum
- ensuring that boys and girls are able to participate in the same curriculum, particularly in physical education
- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in physical education and activity
- avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment, particularly in physical education and activity
- taking account of pupils' specific religious or cultural beliefs relating to the representation of ideas or experiences or to the use of particular types of equipment
- enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

*C Finn and A Butler-Willis, April 2023*

