



# Physical Education & Active Lifestyles Policy

| Policy Creation & Review   |                                                                                                                                                                                                               |
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| Author(s)                  | Sally Dains & Headteacher                                                                                                                                                                                     |
| Last review date           | January 2024                                                                                                                                                                                                  |
| Ratified by Governing Body | March 2024                                                                                                                                                                                                    |
| Previous Review Date(s)    | March 2022 <small>(Active Lifestyles made clearer)</small><br>May 2021 <small>new PE scheme</small><br>April 2020 <small>(COVID addendum)</small><br>November 2011<br>November 2009<br>June 2013<br>July 2014 |
| Next Review Date           | January 2027                                                                                                                                                                                                  |

**Ellen Wilkinson Primary School**  
**PHYSICAL EDUCATION & ACTIVE LIFESTYLES POLICY**

### **1. Purpose**

At Ellen Wilkinson Primary School we believe that Physical Education is a fundamental and essential part of a balanced education and curriculum for all of our pupils. It provides a contrast to the relative inactivity of the classroom environment yet at the same time it is beneficial to children's physical health. We aim to encourage achievement, enjoyment and satisfaction in physical movement and ensure that the children have a positive attitude toward their own health, safety and fitness.

However, we believe that promoting active lifestyles goes beyond just PE lessons and is an important part of the school ethos and approach including active lunchtimes, travel to and from school and after school provision.

### **2. Aims and Objectives**

At Ellen Wilkinson Primary we believe that physical education and active lifestyles should:

- ☐ Promote an active and healthy lifestyle; teaching pupils to value the benefits of continual physical exercise at school and throughout life;
- ☐ Develop physical competence through skills and body awareness;
- ☐ Be innovative, fun and exciting;
- ☐ Incorporate best practice; including that recommended by, but not limited to, the Healthy Schools Award and the Active Mark.
- ☐ Utilise specialist coaches and sportspersons wherever possible
- ☐ Promote physical development;
- ☐ Promote self-esteem for all pupils through cooperative and competitive activities;
- ☐ Develop pupils' interpersonal skills through team situations in and out of the classroom;
- ☐ Develop positive attitudes towards success and failure in cooperative and competitive activities;
- ☐ Teach an awareness of health and safety issues;
- ☐ Promote extra-curricular activities, clubs and teams with the school and in the local area;
- ☐ Promote volunteering in sport and leadership;
- ☐ Ensure access to a wide range of sports and activities.

### **3. References**

The above aims are consistent with our school's philosophy and take account of the National Curriculum. PE is implemented through a scheme of work consisting of a combination of qualification and curriculum associations. We use PE Passport as a guide in our teaching of physical education. In some cases, we have specialists from the Newham Sports Partnership come in to run events and support teachers in specific areas of delivery. Each year group has a PE Scheme of Work folder with all of the relevant resources required to deliver the respective units for their year groups.

We also use external assessments such as Healthy Schools, Travel plans, Games Mark etc to help evaluate and develop our provision.

### **4. Roles and responsibilities**

#### **4.1 The Governing Body**

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. Please note that much of this work is conducted through the Curriculum & Standards Committee of the Governing Body

#### **4.2 Headteacher**

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- ☐ All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met.
- ☐ Proper provision is in place for pupils with different abilities and needs, including children with SEND
- ☐ That promotion and opportunities for active lifestyles forms an essential strand of wellbeing development within the school.

### 4.3 Physical Education Leaders

- ☐ Agreeing the vision for their area in relation to the whole school curriculum version
- ☐ Ensuring that both 3 and 1 year development plans are in place, delivered and evaluated to support school development
- ☐ Ensuring that cohesive progression grids are in place so that statutory coverage is met and that learning is structured to support clear progression of skills and understanding.
- ☐ All children's needs are planned for, met and assessed
- ☐ Supporting development of understanding and pedagogy
- ☐ Monitoring pupil outcomes both formally and informally so that timely interventions are in place to address under attainment.
- ☐ Be proactive in promoting cultural capital in relation to their subject area to ensure pupils are not disadvantaged in comparison to those nationally.
- ☐ Ensuring appropriate resourcing is in place to promote high standards of learning and teaching.
- ☐ Support development and promotion of healthy travel and active lifestyles
- ☐ Work in conjunction with other members of the Wellbeing Team to ensure active lifestyles are promoted before, within and after the school day.

For further details please see the job description.

### 5. Procedure

At Ellen Wilkinson Primary PE is made cross curricular where possible for example: English links include highlighting key words as well as many speaking and listening links encouraged through cooperative work and evaluating their own and others work, whilst Maths is developed through score and time keeping activities in games and athletics. At the start and end of a lesson the class interactive whiteboard or hall/studio wipe board is used to discuss the Learning Focus and Musts followed by an evaluation at the end of the lesson.

### 6. Participation

All children are expected to participate in PE and it is a statutory requirement. However on rare occasions there may be medical advice that a child should not participate, and in these cases we must have a letter from their parent/carer along with a copy of the medical advice provided.

Children are expected to wear their PE kit to school on PE days (except on school photograph days when school uniform should be worn with suitable footwear for PE). PE days will be shared in advance with parents.

School PE kit should consist of:

- ☐ Trainers
- ☐ Black plain tracksuit, jogging bottoms or leggings. Black plain shorts may be used in the summer.
- ☐ White t-shirt or jumper

Children are encouraged to bring their water bottles to their PE lessons.

***\*Please note: Children will not be allowed to participate in PE lessons if they are not wearing their PE kit and a call will be made to parents/carers to remind them of the expectations.***

### 7. Timings

At Ellen Wilkinson Primary PE lessons are split into 2, 1 hour lessons, one outdoor lesson and one indoor. In year 4 children attend a 1 hour swimming session instead for 6 months.

### 8. Other Adults including Paid Coaches and Volunteers (OAPAV)

In line with safer recruitment practices any adults working in the school, have to have completed the appropriate checks and hold a valid DBS. Evidence of this along with photo ID is brought with them on their first visit to the school. Please see safeguarding policy for further details.

In curriculum hours the assigned teachers maintain responsibility for the direction of learning at all times to ensure that the appropriate breadth and balance of the national curriculum physical education is delivered to their pupils.

- ☐ All children in Year 4 have a 1 hour swimming lesson each week for half a year delivered by qualified swim teachers.
- ☐ Year 4 and 5 children have support from a PE Specialist throughout the year training children to become sports leaders.
- ☐ As part of the Newham Schools Sports Partnership children across the school have access to sports coaches and secondary PE specialists at different times throughout the year.

## 9. Wet Weather

In the event of rain, snow or thunder, which makes the teaching of PE outside impossible, the lesson should be cancelled and rescheduled for a day later that week. If the lesson cannot be fitted in later that week of the following week a theory based session should be held in class. Discussions will involve techniques, games, tactics, role models, movements and parts of the body used.

### 9.1 When should outdoor lessons be abandoned?

1. When there is a potential risk to children's safety; if the surfaces are too slippery; or if the children do not have appropriate footwear for the activity.
2. If the teacher deems that the weather will have a detrimental effect on teaching and learning.
3. When the health of any party may be at risk.

## 10. Curriculum Guidance

Through the schemes of work provided for each year group it is intended that all pupils will have knowledge, skills and understanding of physical education through five areas of activity:

- ☐ Dance
  - ☐ Games activities
  - ☐ Gymnastics activities
- and 2 activity areas from:
- ☐ Outdoor and adventurous activities
  - ☐ Athletic activities
  - ☐ Swimming

These areas of activity spread throughout the year group and are displayed in the curriculum map which can be found on the school website.

Through all of these areas of activity we aim to develop the following:

### 10.1 Acquiring and Developing Skills

- ☐ To consolidate existing skills and to gain new ones.
- ☐ To perform actions and skills with more consistent control and quality.

### 10.2 Selecting and Applying Skills, Tactics and Compositional Ideas

- ☐ To plan, use and adapt strategies, tactics and compositional ideas for individual, pair, small group and small team activities.
- ☐ To develop and use their knowledge of the principles behind the strategies, tactics and ideas to improve their effectiveness.
- ☐ To apply rules and conventions for different activities.

### 10.3 Evaluating and Improving Performance

- ☐ To identify what makes a performance effective.
- ☐ To appreciate the importance of correct body position.
- ☐ To suggest improvements based on this information.

### 10.4 Knowledge and Understanding of Fitness and Health

- ☐ To understand how exercise affects the body in the short term.
- ☐ To warm up and prepare appropriately for different activities.
- ☐ To understand why physical activity is good for health and well-being.
- ☐ To understand why wearing appropriate clothing and being hygienic is good for health and safety.

## 11. Other Aspects of Active Lifestyles

### 11.1 Active Lessons

All staff look for opportunities to plan active lessons where possible and appropriate, for example; delivering english speaking and listening through drama, numeracy through brain gym etc.

### 11.2 Extra-Curricular

Our ethos on extra-curricular provision at Ellen Wilkinson is quite simple:

- We try to provide as many opportunities for as many of our pupils to take part in sports activities outside of school hours.
- We aim to balance this between competitive fixtures for teams, and recreational opportunities and ensure that our programme offers a broad range of activities.
- This may include activities which are not directly sport related such gardening, bike club or drama.
- Every child has an opportunity to participate regardless of physical ability.

In addition to after school provision we also run a breakfast club that ensures a range of active activities are provided for children to engage in.

### 11.3 Outdoor & Adventure Activities

Every pupil in the school has the opportunity to engage with a number of outdoor and adventurous activities including:

- Year 2 day visit (den building & map reading)
- Year 3 & 4 Orienteering
- Year 5 - 3 day residential (including climbing, caving, canoeing, high ropes, crabbing, archery, bushcraft etc)
- Year 6 - 5 day residential (including climbing, caving, canoeing, high ropes, crabbing, archery, bushcraft etc)

### 11.4 Travelling

The school has a travel plan that has developed safer routes to school and encourages active methods of travelling to and from school. Walking, scooting and cycling to school is actively encouraged through newsletters, assemblies, Travel Plan activities, Walk to School week, bike club, 'bikeability' and scooter lessons. There is considerable secure cycle and scooter storage.

We also endeavour to use public transport for educational visits as much as possible which encourages children to walk for longer periods of time. Children in year 4 walk to and from their weekly swimming lessons at a local pool.

### 11.5 Active Break & Lunchtimes

The school has extensive outside playground space which is structured to encourage physical activity during breaks & lunchtimes.

During lunchtimes children have timetabled access to the 'Sports Space' where football, basketball, netball and table tennis takes place. On the rest of the playground other equipment is available and rotated on a weekly basis. This includes hoops, beanbags, tennis balls, large snakes & ladders etc. Playground markings designed by the Junior Governing Body are used by children in their play as games (such as Kingball) are taught in PE lessons.

Children also have access to a large grass field during the warmer months which allows us to utilise other equipment such as space hoppers.

In addition to this provision there is also:

- Two sets of fixed play equipment with climbing and balance activities (timetabled)
- 'Poddley' (a giant construction set) for younger children
- Activewall (light up wall game where you have to hit or throw a ball at lights as they appear)

Quiet, shaded areas with board games and books have also been established so that children can continue to be engaged even if they are taking a rest.

## 11.6 Pupil Voice

The Junior Governing Body through class councils represent children's views in the development of all aspects of active lifestyle provision and many of the things outlined above are due to their input including club activity, playground organisation and equipment and travel expectations.

House Captains, Ambassadors & Sport Leaders support children at break and lunchtime to engage in active play and help children who may be finding it more challenging to access this.

## 12. Health & Safety

### 12.1 Risk Assessments

The PE risk assessment is reviewed at least annually to ensure it reflects the safest and best practice. All staff are expected to follow the guidance this provides and are sent an electronic copy whilst hard copies are available in the hall and PPA room.

For any events or use of other venues a specific risk assessment is carried out. These must be signed off by a member of SLT in advance.

### 12.2 Equipment

All equipment is inspected quarterly as part of the school's SLA with the Local Authority. Any recommendations are immediately actioned.

All staff are expected to carry out a visual check prior to using any piece of equipment and if in any doubt about its condition it must not be used until advice has been sought.

### 12.3 Safety Practices

Teachers should:

- ☐ Demonstrate how to carry and manoeuvre each piece of apparatus in line with the apparatus policy (Appendix 1).
- ☐ Demonstrate where and how to grip each piece of apparatus.
- ☐ Demonstrate how to lift the apparatus and which way to face as they carry it.
- ☐ Demonstrate how to place the apparatus safely on the ground.
- ☐ Explain clearly how it should and should not be used.
- ☐ Should supervise use of equipment at all times.

Pupils should be taught to:

- ☐ Respond readily to instructions.
- ☐ Recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practise and during competition.
- ☐ Know about the safety risks of wearing inappropriate clothing, footwear and jewellery, and why particular clothing, footwear and protection are worn for different activities.
- ☐ Know how to lift, carry, place and use equipment safely.
- ☐ Warm up for and warm down from exercise.

## 13. Monitoring arrangements

This policy will be reviewed and approved by the Governors Curriculum Committee on behalf of the Governing Body every three years or more frequently if changes are made.

## 14. Links with other policies

This policy links to the following policies and procedures:

- ☐ EYFS policy
- ☐ SEND policy

- ☐ Equality information and objectives
- ☐ Learning & Teaching Handbooks
- ☐ Curriculum policy
- ☐ Food & Healthy Eating
- ☐ Mental Health & Wellbeing
- ☐ RSHE

sport in and out of the curriculum and travel to and from school

## Appendix 1 – Apparatus Policy

1. Always progress slowly.
2. Work should be carried out on the floor before applying it to apparatus.
3. Progress slowly from the floor to small apparatus, to linked pieces of small apparatus, to medium pieces and finally to large apparatus.
4. Plan the apparatus layouts in advance, deciding what apparatus is needed and have it placed near to where it is to be used. This should include the use and placement of mats where appropriate.
5. Make sure there is sufficient space around the apparatus.
6. Make sure every child knows how to lift, carry and place apparatus. When carrying equipment children should be facing forward and when lifting should be encouraged to bend from their knees with their backs straight.
7. Teachers should help with different pieces and should check all apparatus before use.
8. Use appropriate height for the children to work at.
9. Avoid overcrowding.
10. The children should sit on the floor away from the apparatus at the beginning and the end of tasks. This prevents fidgeting with the apparatus.
11. Ensure that in every lesson safety requirements are explained to the children and demonstrated even if they are familiar with the equipment being used.
12. Ensure clear procedures are in place for stopping the class quickly and calmly. This should include the expectation that all children should come off of equipment quickly and safely and sit down when told to do so.
13. If necessary, put apparatus away after each lesson before the next class from your year group uses it.

## Context

Due the current COVID pandemic, temporary amendments have been put into place to ensure the ongoing site safety and security in line with current government guidance. This addendum sets out the main points in relation to this policy but please note that these are subject to change. These changes will be communicated through the COVID risk assessment which is subsequently distributed to all staff and governors. Abridged versions are also available for parents.

This addendum will cease to be operational once the current pandemic restrictions are lifted and with the agreement of the Governing Body.

## Summary of COVID changes

### PE Kit

- ☐ Children must wear a kit to school on the day of their timetabled PE lesson.
- ☐ All children should wear jogging bottoms or leggings during the cold weather.
- ☐ Children wear jumpers or fleeces until they have warmed up/throughout the session (weather dependant).

### Location

- ☐ PE lessons should be taught outside until further notice.

### Activities and equipment:

- ☐ Activities should be organised so that there is social distance between adults and children.
- ☐ If there are multiple lessons taking place at the same time, classes should remain in their designated area in the playground.
- ☐ Teachers should plan or adapt activities, so there is limited physical contact between children.
- ☐ Children should be reminded to avoid contact with their peers.
- ☐ Where possible, equipment used should be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.
- ☐ Where it is absolutely necessary to share equipment between bubbles, it is essential that it is cleaned meticulously by soaking it in Milton.

### First Aid

- ☐ In the event of needing first aid assistance, the designated First Aider should be used.

### Hygiene

- ☐ Hand sanitiser should be readily available for use when needed during the lesson.
- ☐ Hands should be sanitised before returning to the classroom. before the session and after the session

### Access to the building

- ☐ Children use toilets allocated to them via the external door where possible.
- ☐ Water bottles must be taken to the lesson to limit access to the classroom during the lesson.
- ☐ Communal water fountain remains 'out of use' during this time.

### Use of sports leaders

- ☐ This aspect has been paused currently as pupils cannot mix outside of their bubbles

### Links with other policies

This policy links to the following policies and procedures:

- ☐ Physical education policy
- ☐ Health and safety policy
- ☐ Covid-19 Risk Assessment
- ☐ Return to school agreement

The logo consists of three concentric circles. The innermost circle is purple and contains the school's name. The middle ring is yellow, and the outermost ring is purple.

Ellen  
Wilkinson  
Primary  
School