



SOHO PARISH PRIMARY POLICY

Physical Activity

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| Most recent review | July 2020 | Next review due | July 2023 |
| Governor committee responsible | SLT | Written by | Laura Morris and Hannah Peaty |

AIMS OF THE POLICY

Soho Parish School aims to develop the whole child by giving positive, consistent messages to promote the health and well-being of its pupils and staff through physical activity. It strives to maximize opportunities for children, young people and all associated with the school to be physically active by promoting all avenues for activity. This includes the curriculum, environment and wider community.

This policy outlines the organisation, teaching and management of physical activity at Soho Parish School.

1. INTENTION

- To ensure that all aspects of physical activity in school are promoted for the health and well-being of pupils, staff and visitors.
- To enable pupils and staff to understand the importance of physical activity through the provision of information and development of appropriate skills and attitudes.
- To provide and promote opportunities for staff and pupils to be physically active throughout and beyond the school day.
- To increase physical activity levels of pupils in line with national targets.

At Soho Parish School we believe that Physical Education develops a child's knowledge, skill and understanding so that they can perform with increasing competence and confidence in a range of physical activities. We have a varied curriculum in place to support with this, with activities including athletics, dance, gymnastics, games and swimming. We fully adhere to the aims of the national curriculum for physical education to ensure that all children:

- are physically active for sustained periods of time
- engage in competitive sports and activities
- develop competence to excel in a broad range of physical activities
- lead healthy, active lives

2. IMPLEMENTATION

2.1 EQUAL OPPORTUNITIES

All physical activity opportunities offered at Soho Parish school are designed to be inclusive, and cater for different ability levels.

2.2 CURRICULUM PROVISION

2.2.1 Planning:

The school follows a concept-based topic curriculum approach which operates on a 2-year rolling cycle. PE planning is matched to each topic area to support cross curricular links. Whilst retaining its unique contribution to a pupil's movement education, physical education also has considerable potential to contribute to much wider areas of

learning. It is considered important that physical education is integrated into the school's planning for the development of pupils' communication, numeracy, PSHE and science skills. Movement breaks in class are incorporated into the school day, which include dancing, yoga and stretching. Children have 30 minutes of mindfulness teaching per week in KS1 and KS2. As part of this session children do some mindful movement to support them to become aware of their bodies, feelings, thoughts and emotions.

Children also have the opportunity to bring their learning together and celebrate and share it with the whole school community, in assemblies and end of year performances. These assemblies often include dancing and physical theatre.

The National Curriculum for Physical Education details a clear 'Purpose of Study' and 'Subject Content' for KS1 and KS2. At Soho Parish we have produced progression documents, from which teachers plan. Every year, children in both key stages are taught gymnastics, dance, games and athletics. Pupils in Year 3 and Year 4 attend weekly swimming lessons at the YMCA. In the Foundation Stage, activities to support learning from the areas of 'Physical Development' and 'Creative Development' in the Early Learning Goals are planned daily.

2.2.2 Organisation

Foundation stage

At Soho Parish we encourage the physical development of our children in reception class as an integral part of their work. As the reception class is part of the Foundation stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a range of resources to support specific skills.

Key Stage 1 & 2

All pupils have at least 2 hours' worth of planned physical exercise each week. This usually takes the form of a fitness lesson (circuit training) and a skills-based lesson, taught by a specialist teacher. Pupils in Year 3 and Year 4 attend weekly swimming lessons at the YMCA.

We teach lessons so that our children:

- have fun and experience success in sport
- have the opportunity to participate in PE at their own level of developments
- secure and build on a range of skills
- develop good sporting attitude
- understand basic rules
- experience positive competition
- learn in a safe environment
- have a foundation for lifelong physical activity leaving primary school as physically active

2.3 RESOURCE PROVISION

Soho Parish has a school hall, which is equipped with portable apparatus for gymnastics, games and athletics. Music speakers are accessible to support the teaching of dance. An annual audit of all physical education equipment is conducted by the PE co-ordinator in order to prioritise any necessary expenditure for the year.

2.4 STAFF RESPONSIBILITY & DEVELOPMENT

PE Co-ordinator: Laura Morris

PE is monitored and evaluated by the subject leader throughout the year, in the form of discussions with class teachers, looking at pupil outcomes and lesson observations.

Pupil voice is used to further develop the PE curriculum, through questioning of pupil's views and attitudes to PE, to support the children's enjoyment and to motivate learners.

Staff are encouraged to attend CPD courses when available.

2.5 EXTRA CURRICULAR PROVISION

2.5.1 Break times / lunch times

All children have the opportunity for physical activity during morning and lunchtime breaks. Staff and Young Sports Leaders (trained pupils from Year 5 and 6) are on duty to co-ordinate a range of active playground games. A lunchtime sports club is available for children in key stage 2 and this includes football, dodgeball, dance and multi-skills.

In the playground children have access to a large climbing net. We also aim to provide various large loose parts for children to engage with creatively during their playtimes. including cones, tyres and cardboard boxes. There are also various balls available for ball games and adults often lead ball games with groups of children. There are also bikes available to the younger children in school.

2.5.2 Enrichment activities

Each Friday afternoon we hold 'Enrichment' sessions, where children have the opportunity to choose an activity which they will participate in as part of a small group. These activities change, depending on staff interest and special skills. They have included radio editing, magazine production, pottery, sewing, basketball, poetry and salsa dancing. We always make sure there is a sports-based activity as part of this offer.

Each year we also hold an 'International Evening' which includes dances from around the world performed by students.

2.5.3 After school clubs

We provide an after school 'Culture Club' which rotates a number of different activities including a range of different sports. We aim to encourage all pupils to take part in a range clubs, and involve them in deciding the clubs we put on offer. Registers of clubs are kept to identify those who do not take part in extra regular exercise.

2.5.4 Competition

Soho Parish works closely with the 'Primary P.E & School Sport' (PESS) and our membership with them gives our children access to several competitions with other schools in Westminster.

We hold an annual Sports Day which is facilitated by Sports Coaches from the YMCA, giving children the opportunity for healthy interhouse competition within the school and an opportunity to celebrate their achievements in Sport.

2.5.5 School trips

The school offers a number of outdoor education experiences. In Year 4, the whole class relocate to rural Suffolk for three days of outdoor learning, focused on geography skills (map reading particularly) but also to develop their independence and confidence.

In Year 6, pupils spend a week at an outward-bound centre (location changes), learning co-operation, collaboration, field-work and developing their physical strength and agility.

2.6 ACTIVE TRAVEL

We promote active travel to and from school and are currently working towards TfL STARS accreditation by end of 2020.

2. 7 COMMUNITY PARTNERS / LINKS

Soho Parish work closely with the 'Primary P.E & School Sport' (PESS).

2. 8 STAFF ACTIVITY

Our staff aspire to be positive role models for our children. We aim to take part in physical activity whenever possible, for e.g. parent and teacher races at sports day. Staff often play games with children at playtime and demonstrate physical activity during PE lessons. P.E is further supplemented by the use of 'Friday Fitness' – an initiative that we have adopted to encourage children to lead active and healthy lives. The children, staff and parents meet in the playground at 8:30am for a Friday morning work out before school.

2. 9 HEALTH & SAFETY

Please refer to the school's health and safety policy and risk assessment file.

Use of any external personnel including sports coaches and volunteers will be in line with the school's policy on CRB / staffing checks.

3. IMPACT

All children at Soho Parish receive a broad and balanced P.E curriculum and every child accesses all of the key areas of the subject on offer at our school. Teachers plan PE with clear progression of skills and knowledge. In doing so, teachers are able to raise children's health and fitness levels, improve skills and develop resilience, teamwork and perseverance.

Assessment of children's learning is achieved through the ongoing monitoring of children's understanding, knowledge and skills by the class teacher, in line with the National Curriculum expectations of attainment. This assessment is then used to inform differentiation, support and challenge required by the children as well as inform future planning.

We do a base line assessment at the beginning of each term to assess what all the pupil's abilities are in the new sporting activity. We will then re-assess them at the end of the term to see what progress they have made. Our YMCA specialist coaches conduct fitness testing baselines at the beginning of the school year and assessments at the end of the year to measure fitness progress.

We report on pupil progress across the curriculum as part of termly Pupil Progress Reviews between the class teacher and SLT. We communicate pupil progress to parents verbally in 3 parent teacher meetings across the year and in written reports at the end of each academic year.