



St Faith's



Church of England
Infant and Nursery School



Physical Activity Policy

As a Church School, the distinctive Christian values of respect, compassion, trust, justice, friendship and community are promoted through the experiences we offer to all our pupils, to give pupils the knowledge, skills and understanding that they require to lead confident, healthy and independent lives. We promote the teaching and understanding of fundamental British values in order to prepare pupils for life in modern Britain. We positively teach the values of democracy, the rule of law, individual liberty, mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Teaching the fundamental British values helps the children to become informed, active and responsible citizens.

This policy outlines the purpose, nature and management of **Physical Activity** in our school. It reflects the consensus of opinion of all members of staff. It is based on current practice and has the full agreement of the governing body. The implementation of this policy is the responsibility of the Head teacher, teaching staff and support staff. It is our collective responsibility to raise awareness and that all policies are known, understood and used in an appropriate way.

Nature of subject

Physical activity and participation makes a valuable contribution to the whole school curriculum. Pupils are involved in developing their skills, knowledge and understanding within a range of physical activities so that they can perform with increasing competence and confidence. Physical activity provides the opportunity for all pupils to develop motor competence so that they know how to successfully and safely perform movements and actions. The subject encourages children to be creative, competitive, and work together cooperatively so that they can learn to successfully apply the rules, techniques and strategies of games and activities.

Physical activity also encourages spiritual, moral, social, mental and cultural development alongside personal growth in terms of self-confidence and self-esteem. Physical activity supports positive attitudes to learning and teaches pupils the importance of physical activity and its contribution to a healthy lifestyle.

Entitlement (KS1 and EYFS)

The school aims to provide all pupils with approximately two hours or more a week of high-quality physical activity consisting of both formal lessons, in class physical brain breaks, whole class sensory circuits and extended period of play outside. All pupils are entitled to have access to the physical activity curriculum regardless of ability, race, gender, cultural background or any physical or sensory disability and must have regular access to physical activity appropriate to their age and stage of development.

PE Intent

At St Faith's, it is our intent to encourage children to have high expectation and to think beyond what they can physically do now so that they strive to develop a lifelong love of sports with the knowledge and understanding of how to lead a healthy and active lifestyle. It is our belief that our curriculum is progressive and is designed to include both challenge and support so that children of all ages and abilities can succeed in PE.

Through using Real PE we hope to develop the 'whole child' in a broad and holistic approach which develops a range of personal, social, physical, health and fitness, cognitive and creative abilities. From this we hope to provide opportunities that build character and help to embed our school values.

Implementation of PE

We aim to encourage our children to remember knowledge and build on their prior learning and skills by ensuring we carefully consider how knowledge is sequenced. Teachers must understand what pupils must know and be able to do in each subject by the end of each academic year; they must recognise what has come before and what pupils will continue to learn in the next year.

Our curriculum design is based on two main principles:

- 1) Learning is most effective when spaced rather than blocked.
- 2) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

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Early Years

In EYFS, PE is taught through the development of both Moving and Handling and Health and Self Care so that children develop their skills in large movements (climbing, balancing, strength,) and small movements (holding a pencil, threading beads,). This area of learning also includes developing toileting skills, dressing and undressing independently and understanding how to stay fit and healthy.

While at St Faith's, we strive to ensure all children develop physically to show good control and coordination, gain an ability to move confidently in a range of ways, safely negotiating space while being able to handle equipment and tools effectively. We do this daily by providing opportunities for children to practice and develop these skills both inside and outside of the classroom.

We also enhance the children's knowledge of what is PE and why it is important by providing weekly PE lessons in Reception and a range of physical challenges, including some interactive stories in Nursery. For these teachers are supported by the Real PE platform to deliver high quality and engaging lessons that focus on the development of fundamental movement skills (FUNS). Our EYFS curriculum for PE is the building blocks in which all future learning will take place and through following the real PE scheme we start them on a journey which will take them into Key stage 1.

As part of our good practice, we consistently promote the importance for good health, physical exercise, and a healthy diet. As a school, we dedicate one day a term to promoting positive mental health and emotional wellbeing and talk about ways to keep healthy and safe.

Key Stage 1

In accordance with the National Curriculum and through the Real PE platform children are taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Our curriculum in Key Stage 1 is a continuation of the journey our children start in EYFS and further develops their Fundamental movement skills (FUNS).

Over their time children will learn 12 FUNS which are progressive and offer both challenge, support and differentiation when needed.

In Key Stage 1, our Real PE curriculum endeavours to provide opportunities for all pupils. The language and environment we create is inclusive and makes every child feel valued. Within our lessons there is a clear focus for learning which is achievable and relevant; where every child can access all parts of the lesson and praise is predominantly based around positive behaviours and progress.

SEND and PE

Teachers are provided guidance on how to support a range of SEN needs and are encouraged to use the STEP method when planning an inclusive lesson. Teachers also have access to the Real PE Platform that provides guidance on making lessons fully inclusive through adaptations to the knowledge and skills being taught.

The STEP method encourages teachers to think about:

Space - Where the activity is happening? How can you adapt it?

Task - What activity is happening? Can the way the activity is performed be adapted to support or challenge different pupils?

Equipment - What is being used for the activity? There are endless variations in equipment enabling young people to find the best way to participate in PE.

People - Who is involved in the activity? For example, you could have different numbers of individuals on teams to balance a game.

Through a love of sports and physical activities, pupils are encouraged to be active and are supported in their understanding of how to participate safely and effectively.

As a school, we are always developing our cross-curricular links with an especially strong link between PE, PSHE and Music.

The teaching of PE occurs weekly and the subject context changes each half term, ensuring that children are exposed to a rich, balanced curriculum. Our superb physical education curriculum, supported by high quality teaching and highly skilled sports coaches, aims to inspire all pupils to succeed and excel in competitive sport, as well as other physically demanding activities.

Out of Hours Provision

We aim to encourage all pupils to take part in a range of clubs and regularly review our after-school offerings. We are currently offering both a dance and multi-skills club throughout the year to all our children. We aim to offer additional clubs such as yoga and outdoor adventures at various points in the year. We also provide all our children with their own at-home login for Real PE to encourage family physical activities.

Community Partners/Links

We actively encourage the children to walk, scoot or cycle to school and reward this with stickers when seen. The school also actively supports the local park run and marathon community with both staff and families attending at the weekend and taking part in sponsored runs and walks throughout the year.

We also aim to provide a range of opportunities for additional PE days focusing on a range of skills days throughout the year.

Playground Activities

All children of both Key Stage 1 and foundation stage have access to a grassed area and large playground equipment such as the trim trail and clamber stack which supports the development of gross motor skills. Foundation stage children also access a range of fine and gross motor developing toys and activities from bikes, mark-making resources, instruments and ribbon wands.

Active Travel

To encourage children to travel actively to school we have a covered bike shed which was purchased after successful fund raising.

Every year we have a hands up survey in order to discover how children travel to school and as a school of this, we actively encourage biking, scooting or walking to school with stickers frequently given to children seen demonstrate this healthy attitude.

We also have a walk to school week each year encouraging more use of walking, bikes and scooters which is regularly a sponsored event and forms part of our sport relief week activities.

The school travel plan is reviewed every year.

Involving Staff and Parents/Carers

Our staff aspire to be positive role models for our children. We aim to take part in physical activity whenever possible. Staff often play games with children at playtime and demonstrate physical activity during PE lessons.

We also pride ourselves on our encouragement to keep parental involvement high with regards to encouraging physical activity where possible in a range of methods for example, parent races on Sports Day and the encouragement of at home family friendly physical activities. Understanding our families allows us to support them through the use of the change for life shake up activities and packs that are sent home yearly, Joe wicks online work outs, Cosmic Yoga links and tweets and our offering of outdoor physical activity ideas and suggestions through our social media platforms.

All policies are available on the website for parents to read and give feedback. The school council is actively involved in healthy school initiatives where their ideas and suggestion are listened to within their school council meetings.

Health and safety

The School Health and Safety Policy (issued to all staff) outlines guidance for all activities taking place in and out of school, including swimming and apparatus lessons. All staff teaching PE including outside coaches have received health and safety training with regards to manual handling of equipment and resources and are taught the correct methods to carry, store and load equipment.

When taking part in Physical Activity within the school day, teachers must ensure that:

- All children change for P.E. into PE kit, consisting of a white t-shirt, black shorts and plimsolls or trainers (for outdoor PE);
- All children are either barefoot or plimsolls in games, gymnastics and dance;
- All jewellery is removed and earring covered if they cannot be removed so that there is no danger of hurting themselves or others;
- All t-shirts must be tucked into shorts;
- All long hair must be tied back;
- No plastic headbands must be worn;
- Apparatus is checked for safety by the class teacher before each class starts their lesson and is signed in and out of the PE equipment cupboard.
- All apparatus is positioned away from doors, staging and other equipment;
- Children do not climb over the fixed wall-frame from one side to the other;
- PE mats are position in at risk areas when accessing apparatus
- Children are informed of any possible hazards/any areas which they are not allowed to enter etc. before the start of each lesson.

Assessment (how do we assess learning, impact of teaching?)

In Physical Education, children are assessed using formative assessment. This form of assessment is our day-to-day assessment method and is based on what children show us they can do over a series of lessons.

This can be in the form of observation, discussion, feedback, questioning, note taking, photo or video evidence and is used to guide the teachers planning for the next lesson.

At the end of each half term the overall skills that have been taught are reviewed by the class teacher and or in discussion with the coach and any child placed in the working below category may receive extra physical intervention.

Monitoring and Evaluation (how does subject leader and governors monitor and evaluate)

Monitoring of teaching in lessons is done by the PE subject leader and head teacher. Lessons are observed using mutually identified criteria from both the class teacher and subject leader. Written feedback is given and any issues arising are addressed between the two parties and senior management. Some aspects of the process are used to formulate the needs for staff in-service training and any additional resources.

The PE Subject leader also monitors and regularly reviews the medium and long term plans to ensure they reflect the subject’s intent and implementation as set out in this policy.

The PE subject lead also termly reviews assessments and analyse data given by teachers to Look at attainment and progress for all pupils including SEND, Pupil Premium and the bottom 20%, which is evidence in termly curriculum reports and action plans.

Staff training

As part of becoming a Real PE school in 2022 we have committed ourselves to ongoing training and support to uplevel and further develop our quality of teaching for both teachers and support staff. This will continue as part of our training and monitoring plan and be tailored to the needs of individuals. Additional training for our PE subject leader is also in place to enable her to lead the embedding of Real PE across the school.

Review (when and how will this policy be reviewed)

The Physical Activity Policy will be reviewed and updated on an annual basis and when new relevant or essential information becomes available

Approved by the governing body on:-	
Signed (Governor)	
Signed (Subject Leader)	Katheryn Kemal
Review Date	September 2025