



## **DOROTHY BARLEY JUNIOR ACADEMY PHYSICAL ACTIVITY & HEALTH PROMOTION POLICY**

### **Related Policies:**

**PSHCE Policy**

**SRE Policy**

**Health & Safety Policy**

**This policy was devised and adopted in September 2014**

**Last reviewed July 2023**

**Next review: September 2025**

### **1. INTRODUCTION**

#### **1.1 Statement of Intent**

At Dorothy Barley Junior Academy we aim to inspire and engage children's interest in sporting activities through providing a wide range of opportunities within school, after school and within the wider community. Our aim is to foster children's interest in physical wellbeing and healthy lifestyles in order to establish long lasting lifestyle messages.

### **2.0 CURRICULUM**

#### **2.1 Overall Curriculum Objectives**

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To develop an understanding of the effects of exercise on the body, and an appreciation of the value of safe exercising.
- To develop the ability to work as a team player, taking the lead and learning to work collaboratively with others.
- To promote an understanding of safe practice, and develop a sense of responsibility towards their own and others' safety and well-being.

#### **2.2 Curriculum Planning and Organisation**

- Each class is timetabled so that they can access the hall weekly for a 2 hour PE session regularly. Blocking PE means that allocation time is maximised, skills can be consolidated and more able children can be further challenged.
- The playground areas and field are used to facilitate activities such as outdoor activities and games.
- Teaching staff deliver high quality PE activities/lessons for 2 hours per week.
- Swimming lessons are provided by qualified teachers from the local swimming pool.
- Coaches from the school and local sport clubs regularly provide additional opportunities for extending the PE curriculum in after school clubs
- Lunch time clubs provided focussed activities for children helping to establish healthy lifestyles.
- Through various local sports initiatives the children are all given regular opportunities to participate in after school competitive sporting activities. School staff accompany the teams to these events.

#### **2.3 Contribution of PE to teaching in other curriculum areas**

##### **English**

Links between PE and English include: writing sequences, following/giving instructions, oral/peer assessments,

speaking and listening, and movement within drama.

### **Maths**

Links between PE and Mathematics include: measurement, shape and space, sequences, number, angles, position and movement, rotation and time.

### **ICT**

Children use capturing and recording equipment (cameras and videos) for evaluation/ development of skills. Videos of professional/skilled athletes are also used to help develop good technique.

### **PSHCE**

PSHE and PE links include following rules, living healthily, co-operating with others and understanding fairness and equality.

### **Healthy Eating**

The school recognises that physical activity is just one element of healthy lifestyles and actively promotes healthy eating to help combat child obesity. These messages are shared in clubs, lessons and through cookery sessions with all age groups.

### **SMSC**

PE offers many opportunities that support the social development of our children. Groupings allow children to work together and give them the chance to develop respect for the abilities of other children through collaborative and co-operative work, while gaining a better understanding of themselves.

## **3.0 INCLUSION**

- Class teachers will ensure that spare PE kit is available for any occasional circumstances where a child does not have their own in school.
- Lessons will provide good quality experiences that are suitably challenging for all pupils.
- Children will undertake different activities, but all will be given the same opportunity to achieve the aims through an appropriate range of activities.
- For children with limited gross motor skills, the integrity of activities will be maintained and expectations will take into account the individual needs of pupils.
- For the purposes of competitions, all children will be given the opportunity to participate in the experience.
- Children in our Additional Resource Provision will also be able to participate in specialist events organised by the Local Authority e.g. Primary Penathlon

## **4.0 ASSESSMENT & RECORDING**

- Assessment is usually carried out by teachers in the course of the normal class activity.
- This is done mainly through observations and sometimes through discussion with children.
- A photographic/video record is sometimes used to document some of their work.
- Physical development levels and progress are recorded by the EYFS teachers for each child.
- Levels of attainment are recorded on assessment grids for all pupils.
- Physical Education / physical development is included as part of the end of year reports to parents

## **5.0 HEALTH & SAFETY**

- All staff have due regard for the current Association for Physical Education (AfPE) PE guidance 2012 when preparing and delivering PE lessons:
- Pupils are taught how to improve their own abilities to assess risks.

- First aid equipment is available, and all staff are trained in what action to take, including calling for assistance in the event of an accident.
- Inhalers for pupils suffering from asthma are made readily accessible
- Children with diabetes are monitored closely throughout and after PE lessons by staff.
- Regular checks are made on all equipment.
- The subject leader makes termly visual checks for wear and tear and security of major items, and all staff are responsible for reporting to the subject leader if any items show wear and tear.
- Any items constituting a danger are taken out of use immediately.
- All large items of equipment are inspected annually by an independent safety expert.
- Pupils are taught how to move and use apparatus safely under the supervision of a teacher or responsible adult.
- Pupils are made aware of safe practice and understand the need for safety when undertaking any activity. (e.g. not lifting Hockey stick above the waist, not jumping or running in front of others, etc ).
- Pupils are taught to understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery and other body piercings.
- Teachers ensure that no jewellery is worn in lessons and long hair should be tied back. If earrings cannot be taken out, they are taped over.
- Pupils wear suitable footwear when travelling to and from the hall.
- If a child has no trainers/pumps for outdoor PE they use their shoes if the activities are on the playground.

## **6.0 RESOURCES**

- There is a variety of equipment to enable pupils to achieve objectives, which are best suited for their age and stage.
- Large equipment/ mats and some indoor PE resources are stored in the hall.

## **7.0 ARRANGEMENTS FOR EXTRA CURRICULAR SPORT**

- The School Office Admin Assistant liaises with the Pupil Welfare Assistant (After Schools Clubs Lead)/teachers/support staff and sports coaches to arrange After School Clubs and attendance of teams at External Sporting competitions.
- Where necessary she liaises with the Educational Visits Co-ordinator to ensure that the appropriate paperwork is completed.

### **7.1 Holiday Provision**

To prevent a drop in physical activity levels across the school holidays, there are a range of ways in which we support children to remain engaged and active over this period. This includes:

- Promoting Borough activities on Class Dojo
- Sharing leaflets for local clubs/ summer camps, including holiday activity fund

## **8.0 SCHOOL SPORTS PREMIUM**

The school has a detailed plan to improve the quality of PE provision for all pupils. This is updated termly and reviewed by Governors. The plan includes an overview of sports premium spending and a review of the impact of the allocated funds. This plan can be found on the school website.

## **9.0 TRAVEL TO AND FROM SCHOOL**

We actively encourage our pupils and staff to walk, scoot or cycle to school as these activities:

- keep us fit and healthy
- help our pupils develop road safety skills which will keep them safe as they travel further afield and more independently

- help keep our local air clean, and our streets free from congestion
- are life skills that everyone should be able to benefit from

We encourage all members of our school community to walk, ride or scoot to school wherever possible. We are committed to improving our children's understanding of the importance of safe travel to school. School provides secure storage for cycles and scooters and Bikeability training for children each year who want to learn to ride a bike safely.

### **9.1 Parents**

We encourage parents to support the school and their children by encourage their child(ren) to walk, scoot or cycle to school whenever possible. We ask parents to:

- Ensure child(ren) walk or ride sensibly and safely on the way to and from school, and to push bikes and scooters on school grounds
- Ensure that bicycles and scooters are roadworthy and properly maintained. If in doubt consult a qualified mechanic.
- Ensure child(ren) are provided with a cycle helmet.
- Ensure child(ren) can be seen by fitting lights to their bike by supplying them with high-visibility clothing.
- Ensure child(ren) have a lock for their bike or scooter and that they know how to use it.
- Consider appropriate insurance cover for their child(ren)'s bicycle or scooter, the school is not liable for any loss or damage to cycles or scooters on the premises or being used on the way to or from school.

### **9.2 Pupils**

We ask our pupils to:

- Ask their parents if they can walk, scoot or cycle to school .
- Behave in a way that shows that both they and the school are presented in the best light whether walking, scooting, cycling or using public transport .
- Ride or walk courteously, sensibly and safely on the way to and from school .
- Push bikes and scooters on school grounds.
- Check that their bike or scooter is roadworthy and properly maintained
- Ensure they are wearing a cycle helmet
- Make sure they can be seen by using lights in the dark or bad weather and by wearing high-visibility clothing.
- Consider having a lock for their bike or scooter and that they use it.
- Always park their bike or scooter in the locked storage units

### **9.3 Driving to School**

We understand that sometimes there is no alternative to driving to school. Parents must ensure children travel safely in their car adhering to car seat laws and requirements and wearing a seatbelt at all times. Parents must ensure they park their car in a designated parking bay or space. Parents must ensure they do not drop children off directly on the main road, they must park and escort children to the pedestrian gate shown on the map below. Parents must ensure they park legally, safely and with respect for our neighbours and local residents. It is not acceptable to park or wait on double yellow lines, on the school zigzags or across residential driveways for any period of time.

Please note that the decision on whether a child is competent to cycle or scoot to school is for the parent(s) or carer(s) to make. The school has no liability for any consequences arising from this decision.

## **10. ROLES AND RESPONSIBILITIES**

### **10.1 Senior Leadership Team (SLT):**

- To be responsible for the overall management and implementation of the policy.
- To revise and amend the policy, as required.
- To ensure that the PE entitlement is provided consistently across the school in line with National Curriculum requirements
- To ensure the Sports Premium is used to good effect



### **10.2 Local Governing Body (LGB):**

- To ensure statutory duties in relation to PE and Health Promotion are met.
- To regularly review the school's policy to ensure it reflects statutory duties and accurately reflects school practice
- To review the school's use of the Sports Premium to ensure it is used appropriately and effectively

This policy will be reviewed bi-annually by SLT