



# DOG KENNEL HILL PRIMARY SCHOOL PHYSICAL ACTIVITY POLICY



## **DOG KENNEL HILL PRIMARY SCHOOL PHYSICAL ACTIVITY POLICY**

### **RATIONALE**

Physical education, when experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's physical and emotional health development and well-being.

Physical education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes physical skillfulness, physical development and knowledge of the body in action. It provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in teams. It promotes positive attitudes towards active and healthy lifestyles.

### **INTRODUCTION**

We believe in giving all pupils, irrespective of their academic or physical ability, the opportunity to discover and develop their physical potential through a balanced and developmental programme of activities including:

- invasion games (netball, basketball, football etc),
- net and wall games (badminton/tennis),
- striking and fielding games (rounder's and cricket),
- athletics (running, jumping and throwing activities),
- gymnastics,
- dance,
- swimming and
- judo.

We do so in the belief that physical education in a safe, supportive and challenging environment is a vital component in the development of children's physical and emotional health and wellbeing. This, we believe, includes qualities such as enjoyment, tolerance, co-operation, teamwork and the development of expertise.

In this context, we are committed to achieving maximum participation for all children whilst recognizing the need for equal opportunities on the grounds of gender and children's specific individual needs. Within a caring and supportive environment, we believe in encouraging positive relationships between groups and individuals while providing challenge and stimulation through physical activity.

We believe in allowing children to apply skills, knowledge and concepts, to experiment, to be creative and imaginative and to recognise and celebrate progression and achievement within the physical medium.

We are further committed to recognising the importance of physical activity of children outside the curriculum. We believe that links with sporting bodies, clubs etc., and the provision of extracurricular activities organised by the school is a positive experience



and that the recognition and celebration of children's achievements outside school promote an awareness of the value of physical activity for all children.

Fundamentally, we have the understanding that fun, challenging and safe activity will help our children develop the enthusiasm and love for sport/physical activity that will keep them engaged for a lifetime. Subsequently, our children will have the tools to lead healthy and fulfilling lives through their childhood into adulthood.

## **AIMS AND VISION**

At Dog Kennel Hill Primary School, we believe that Physical education and sport have a vital role to play in the physical, social, emotional and intellectual development of children. Physical education and sport are important in giving children the knowledge, understanding and the tools to make informed choices about healthy living and have a positive impact on their own health and well-being.

Physical education involves pupils in the continuous process of acquiring and developing skills; selecting and applying skills, tactics and compositional ideas; knowledge and understanding of fitness and health; and evaluating and improving performance.

Through the programme pupils should have the opportunity to meet the physical education and school sport high quality outcomes:

- Students show commitment to PE and school sport
- Students know and understand what they are trying to achieve
- Students understand that PE and school sport are part of a healthy, active lifestyle.
- Students have the confidence to get involved
- Students willingly participate in a range of activities
- Students think about what they are doing and make appropriate decisions
- Students show desire to improve and achieve
- Students have stamina, suppleness and strength
- Students enjoy PE and school sport

## **TIME ALLOCATION**

Dog Kennel Hill Primary School is working towards providing all pupils with at least 2 hours of high-quality PE & school sport, through the curriculum, extra-curricular opportunities and lunchtime activities.

The Government recommends the following minimum PE requirements to meet the National Curriculum demands:

- Two hours of high-quality PE a week
- Three hours OSHL (out of school hours learning) offered
- Swimming to be taught during key-stage 2



In addition, all children have the opportunity to join in a variety of extra-curricular sports clubs run by staff and outside agencies. This gives them the opportunity to develop their skills, enjoy performance and encourage sport as part of a healthy lifestyle.

### **CURRICULUM PLANNING AND ORGANISATIONS**

All pupils at Dog Kennel Hill Primary School are taught by qualified coach and class teachers:

Class teachers follow a scheme of work produced by LPESSN. Sean Miller is our specialist PE instructor who has specific qualifications to teach an extensive range of physical education skills including gymnastics. Swimming is taught by qualified swimming teachers from Dulwich Leisure Centre.

### **EXTRACURRICULAR ACTIVITIES**

Our plan for the academic year 2020/21 is to make the most of our subscription to Southwark's school sports partnership to enter leagues, festivals and competitions in a range of sports.

Our children have shown a lot of enthusiasm for the after school clubs and fixtures we have held for the last academic year, which has been great to see. Unfortunately, because of this enthusiasm not all children can be picked to represent the school. When selecting for such events we will be looking at the children's ability but equally importantly their behaviour and attitude. In school, we often refer back to the Olympic principles of courage, determination, equality, excellence, friendship, inspiration, and respect.

We would recommend that families make opportunities to take part in physical activity together, which can take many forms. Family bike rides, playing catch or football in the park, swimming are some examples of things you can do.

We would also recommend that you take your children to sports clubs outside of school. We would advise that children do things that they enjoy, as they are more likely to be good at it and stick with it.

We offer a wide range of extra-curricular sports clubs that change throughout the year. These include **(Due to the current restrictions and COVID 19, clubs have been cancelled and will be reviewed once restrictions ease further) :**

- Gymnastics club
- Football club
- Basketball
- Hockey club
- Volleyball
- Badminton
- Cricket
- Coaches facilitate focused activities at lunchtime
- Judo is taught by New Cross Marital Arts once per week



Through the London P.E and Schools support network pupils are given the opportunity to participate in competitive sporting activities. (This has been cancelled during due to COVID 19)

## **EARLY YEARS FOUNDATION STAGE**

Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals are:

### Expected

- Moving and handling – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

### Exceeding

- Moving and handling – Children can confidently hop and skip in time to music.
- Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

## **CURRICULUM LINKS**

Whilst retaining its unique contribution to a pupil's movement education, PE also has considerable potential to contribute too much wider areas of learning. As well as dance themes reflecting topics, links can be made to other areas of the curriculum such as:

- PSHE (Personal, Social and Health Education) – leading, managing, co-operating and decision-making skills - an integral part of PE
- SCIENCE – planning, predicting and testing ideas; health and fitness – learning about the body
- LITERACY – asking relevant questions; communicating ideas; listening skills
- NUMERACY – counting, measuring, calculating – distance, time, repetitions.



## **HEALTH RELATED ACTIVITY**

Pupils should be taught:

- How exercise affects the body in the short term.
- To warm up and prepare appropriately for different exercises.
- Why physical activity is good for their health and well being
- Pupils should be encouraged to develop active lifestyles that can be maintained throughout adult life.
- Pupils are taught about the importance of a balanced diet.

## **EQUAL OPPORTUNITIES**

Opportunity and provision in PE and OSHL activities will be planned and delivered to meet the needs of all pupils. PE experience will reflect the whole school policy on promoting equal opportunities for all pupils in terms of organisation, programme and access to resources.

Differentiation should enable all pupils to achieve to the best of their ability.

Differentiation can be catered for in a range of ways, such as;

- Setting common tasks that are open-ended and can have a variety of answers.
- Setting tasks of increasing difficulty, where not all children can complete all tasks.
- Grouping children by ability and setting different tasks for each group.
- Providing a range of challenges through the provision of a variety of appropriate resources / equipment, individual, paired and group work.
- Consulting with young people about their needs and interests.

## **INCLUSION**

Activities are made available to all through differentiation in teacher planning. It is the policy of Dog Kennel Hill Primary School to ensure that every child receives an equal opportunity within PE activities, regardless of race, gender, ability or Special Educational Needs.

Where required activities and equipment will be modified for children with special needs to enable maximum participation. Individual teachers will consult with the parent/carer with regard to the specific needs of their pupils, which will be supported where possible with due regard to health and safety. Intervention will be planned through SEN support.

Children who cannot in the short term be physically active such as those with injuries, long- term illness etc. should be involved in the non-performance aspects of the activity. They can work with individuals or groups helping with the evaluating and improving aspects of the tasks. Non-participants should change into suitable footwear (where appropriate) and be involved in consultative mechanisms i.e. focus group, questionnaires to identify barriers to participation.



## **SEND**

Pupils whom have special educational needs have the opportunity to attend additional PE sessions both from our specialist PE instructor and from the PE Network LPESSN.

## **Gifted & Talented**

Pupils who are Gifted and Talented within PE are offered the same curriculum as all other children; however, staff ensure that there are adequate opportunities for these children to be extended and these are planned. Children who are more able in PE are offered opportunities to join clubs within school and signposted to clubs outside of school that will develop their particular areas of strength.

## **ROLE OF TEACHING ASSISTANTS**

Teaching assistants have a valuable role within physical activity lessons. They may support the specialist P.E instructor to lead sessions by:

- escorting children to and from lesson.
- supporting children with special needs.
- supporting with first aid if needed.
- managing behaviour.
- supporting with recording.
- supporting with the set up and putting away of equipment.

## **ACTIVE TRAVEL**

- Walking to school is actively promoted.
- A 'Travel to School' survey is completed with each class at the start of the year and teachers take this opportunity to discuss the benefits of walking to school.
- Year 5 and 6 children are allowed to walk home on their own, reducing the car use of parents / carers.
- Cycle proficiency training (Bikeability) is offered to year 5 pupils each year.
- Bikeability's half term cycle schemes are promoted across the school.
- Secure bike shelters are located in the playground where pupils can leave their bikes and scooters during the school day.

## **SAFEGUARDING**

All external coaching agencies require DBS checks and coaching qualifications.

## **PE CLOTHING/KIT**

The following statement is taken from the National Curriculum (1999):

“Pupils should be taught why wearing appropriate clothing and being hygienic is good for their health and safety.”

To meet this criterion, we expect all pupils to bring PE kit that is separate from the clothes they are wearing that particular day, even if the clothes they are wearing are appropriate for PE. Getting changed is an independent skill that children need to

develop. In PE we explain why it is unhygienic to wear the same clothes you have worked up a sweat in. We also explain how sweat is created by the body to cool it down when it is heated up during exercise. Then, if these clothes are kept on, the wetness will make them cold once they stop exercising.

We recommend that children bring PE kit that is suitable for both indoors and outdoors to all PE lessons.

The kit for this year will be a standard kit for the whole school from September 2014. We were advised during our local authority review to introduce a set PE kit/uniform due to the inconsistencies we were experiencing regarding correct kit. It was identified that much of what children or parents deemed as PE kit was inappropriate and sometimes a health and safety risk. Risks stemmed from clothing lacking flexibility to go through the range of movement needed for PE activities; incorrect footwear causing a risk of twists and sprains etc. and clothing being too tight or short.







The PE kit will not have logos but will be a set kit. Children will need to bring all PE kit for lessons including outdoor clothing and footwear and indoor clothing and footwear (see table below). We have looked at suppliers for the kit however we have found that the big supermarkets are the cheapest place to buy the kit.

Many thanks in advance for your cooperation on this matter. Please understand this change is a necessity to ensure children are getting the best out of their PE time.

Please encourage children to take responsibility for packing their PE bag ready for school as this is a skill they need to develop with your support.

The children have a PE uniform. This includes a white t-shirt, navy shorts or tracksuit bottoms and plimsolls or trainers. The school has sets of spare PE clothes to enable those who do forget their kit, to access the lessons.

Gymnastics and dance are performed in bare feet.

Outdoor PE kit			Indoor PE kit		
					
Navy Blue Joggers	Navy Blue Hoody	White T-Shirt and running shoes or Astroturf football shoes. No canvas style trainers.	White T-Shirt	Navy Blue Shorts (at the length pictured)	Plimsolls or bare feet for gymnastics and dance





## **HAIR, JEWELRY AND PERSONAL EFFECTS**

All long hair is tied back for PE lessons.

All jewelry, (including earrings) religious artefacts, watches and sensory aids are removed before participating in a PE lesson where potential higher risk of injury exists.

## **THE BENEFITS OF EXERCISE AND SPORT**

### **Physical benefits**

- Improved body shape - including muscle tone and posture
- Strengthens bones and muscles
- Reduces the chance of illness so increasing life expectancy
- Improves endurance, flexibility and overall fitness

### **Mental benefits:**

- Helps you to deal with stress and tension
- Improves self-confidence
- Increases motivation
- Gives you something to aim for - a challenge

### **Social Benefits:**

- Helps you meet new people and make friends
- Improves your teamwork and cooperation