



# AVANTI HOUSE

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Avanti House Primary School Physical Activity Policy

## 2019-2021

**Agreed & Ratified: September  
2019**

**Review date: September 2021**

# Avanti House Primary School Physical Activity Policy 2020-2021

## Context

We are unique spiritual beings with incredible potential and we achieve our full potential by discovering and nurturing all parts of ourselves – intellectual, emotional, physical and spiritual. As a school we have a responsibility to help pupils and staff establish and maintain a healthy lifestyle which in turn helps to develop well rounded and balanced individuals. Regular physical activity is one aspect in achieving this and an important way people can maintain and improve their physical health, mental health and overall well-being.

It is fundamental to our curriculum offer that pupils are given opportunities to participate in a range of enjoyable physical activities at an early age, so they are more likely to continue being physically active throughout the rest of their lives. The planned use of the PE and Sport's funding is extremely effective in improving and sustaining high quality PE, yoga and sports provision at Avanti House Primary School. Through this provision, it is vital to ensure our children are given the opportunities to become conscientious, caring citizens who are able to choose how they wish to respond to life and what they nurture within themselves.

## Aims and objectives

Physical education develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities. These include dance, games, gymnastics, swimming and water safety, athletics, yoga and outdoor adventure activities.

Physical education including yoga promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Through PE we enable children to make informed choices about physical activity and safety throughout their lives.

### *The national curriculum for physical education aims to ensure that all pupils:*

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

## Definition of Physical Activity

Physical activity is defined as 'any force exerted by skeletal muscle that results in energy expenditure above resting level' and includes 'the full range of human movement from competitive sport and exercise to active hobbies, walking and cycling or activities of daily living'.

We teach PE (including yoga) in a holistic way which develops the whole child as well as their physical ability focusing on a number of key aspects:

- Personal - aiming to develop children's self-esteem through sport, by learning to set personal goals and targets and beginning to challenge themselves. Through yoga; we aim to develop children's self-discipline, a better awareness of their own bodies including controlling breathing and concentration.
- Social - enabling children to work together, encouraging them to develop teamwork and leadership skills through sport and yoga.
- Cognitive - encouraging children to become reflective learners through sport and yoga, encouraging them to think critically about their learning and how they can improve their skills, positions and why.
- Physical - teaching children about the role of the body and different muscles in their PE lesson, and promotes exercising safely underpinned by an ancient vedic philosophy.
- Health and fitness- emphasizing the link between an active lifestyle and a healthy body.

### The curriculum

In EYFS, KS1 and KS2 all classes receive 60 minutes of timetabled PE each week and 30 minutes of yoga. PE lessons are taught by the class teacher and yoga is taught by a specialist teacher. Lessons are planned using the LCP Resource PE Scheme. PE is timetabled to be taught in the hall however all teachers are encouraged to use the outdoor spaces when appropriate. In Year 5 and 6, children attend weekly swimming lessons at Hatch End Leisure Centre for 6 weeks (half a term).

In Key Stage 1:

- 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.

Yoga

- Re-limbering, mobilising and working on different body parts
- Individual postures/asanas
- Breath work
- Partner postures/asanas

In Key Stage 2:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.

## Yoga

- Advancing and refining postures and techniques and working on different body parts.
- Exploring deeper connections between yoga, PRE and health choices.
- Individual postures/asanas.
- Focus on visualisation, meditation and stillness.
- Breath work.
- Partner postures.
- Focussed and descriptive meditation.

*Cross curricular links* Whilst retaining its unique contribution to a pupil's movement education, physical education including yoga 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, writing and reading skills. Also, yoga and Sanskrit is planned accordingly to compliment the learning that takes place in our philosophy and religious education (PRE) offer.

*Assessment* - teachers assess children's development in PE by making visual assessments during lessons using the level descriptors in the National Curriculum to support their judgements. Children who are not working at the expected standard based on observations, class teachers direct learning support assistants to provide additional support through pre-teach activities and during lessons.

### *Teaching PE to children with special needs*

We teach PE and yoga to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of all children and take into account the targets set for individual children. As suggested above, children working below due to special needs are given additional support through pre teaching activities, smaller group work or 1:2:1 provision depending on the special need.

### *Non-timetabled PE provision*

In addition to their timetabled PE lessons, children also access at least 60 minutes of physical activity each week. This is achieved by the following initiatives:

- Outdoor play is a core aspect of daily life at Avanti House Primary School and children spend up to 60 minutes every day playing outside. We have a reasonably sized astro turf pitch, hard court area including painted playground games, a basketball court, and a climbing frame. Quality of play is supervised by learning support assistants who are trained to share out equipment, negotiate conflict and help children play effectively by members of SLT.
- We have an organised marathon run route which children engage with every morning during our soft start provision. The running is non-competitive with an emphasis on exercise for fun and beating your personal best.
- In the Foundation Stage and Year 1, children have constant access to their outdoor areas and also take part in forest school walks.
- Outdoor learning is promoted and embedded within the curriculum.

### *After school clubs*

Active clubs are also held after school to engage children further with sport. Registers of clubs are kept identifying those who do not take part in (extra) regular exercise. Football and multi-skills clubs are put on offer each year to prepare children for competitions. A range of other clubs are also offered; these may include Indian Dance, Tennis and Taekwondo.

### *Competition and Partnership Working*

Our children take part in a range of intra-school and inter-school competitions organised through the Harrow SLA. These include... Year 5 and 6 boys and girls football teams and a year 5/6 mixed netball team.

As part of Avanti House Primary School's ambition to collectively develop opportunities for young people, through PE, School Sport and Physical Activity; the school continues to buy-in to a multi-functional PE and Sports package provided by the London Borough of Harrow.

This package helps us to meet the outcomes of the PE and Sport Premium funding criteria and the Key Performance Indicators of the School Games. The provision includes:

- membership of the Youth Sport Trust £200
- competition entries £300
- PE leads termly conferences/ Annual conference/ INSET 6 per year-- including use of external experts/Club links / Termly planning sessions and follow-up/ telephone support/ School Games Organiser support/ District Football teams (Girls and Boys) £1000.

### *Continuous Professional Develop and Training*

Key staff members across the school continue to receive effective cpd to ensure the school continues to deliver high quality P.E lessons. The school has enlisted the support from Elms Sports and have provided bespoke coaching/ training which can then be cascaded to the rest of the teaching and non-teaching staff.

### *Monitoring and Evaluating*

The PE/physical activity policy co-ordinator will have lead responsibility for the monitoring of physical activity in the school. A range of measures will be used to evaluate impact of the policy in line with the above-mentioned objectives including: observations, pupil conferences, review of assessments and dialogue with class teachers, external reviews etc.

### *Safeguarding and Health and safety*

At Avanti House Primary School, safeguarding including the health and safety of our children is at the centre of everything we do. Before a PE lesson is taught, the teacher will ensure that:

- The floor has no sharp objects or obstructions.
- Equipment is in a suitable condition with no loose parts that might cause injury.
- The floor is clean and dry.

During a lesson, the teacher will:

- Set clear expectations of listening and behaviour to all pupils.
- Where possible, ensure that a first-aid trained member of staff is either present or located nearby.
- Where possible, make use of a Learning Support Assistant (LSA) or additional adult to support the learning and ensure that children can perform the tasks safely.
- Where necessary, make use of equipment such as mats to prevent children from injuring themselves on a hard surface.

#### *Extra-curricular PE:*

- A full risk-assessment is completed and shared with senior leaders before all external competitions.
- Playground equipment is checked and repaired when necessary.
- All external sports providers to sign in and be aware of school safeguarding policy.

#### PE kit and equipment

In order for children to be safe and comfortable in their PE lessons, all children and staff must be appropriately dressed. Our PE Kit consists of the following:

- A plain white round-neck T shirt
- Blue or black shorts or jogging bottoms
- Black plimsolls or trainers
- All jewellery to be removed and long hair tied back

When children are doing yoga in the studio, they will remove their shoes and socks so that they are not a slip or trip hazard. During outdoor PE, children must wear suitable plimsolls or trainers. All children will come to school dressed in their PE kit on PE/yoga days.

#### Active travel and parent participation

We at Avanti House Primary School encourage all children to build in some form of exercise into their travel to and from school. The school is situated off a busy main road with very little parking. Site disadvantages has encouraged the school to work more closely with parents in promoting 'walk to school initiatives' and 'using public transport'.

Parents are sent details of physical activity clubs their children can attend and are welcome to observe or help where possible. Details of physical activities in the wider community are sent home- especially activities taking place during the school holidays.

#### Conclusion

A copy of this policy will be supplied to all staff and members of the School Stakeholder Committee. A full copy will be made freely available to parents on request, however a copy will be available to view on the school website. Copies will also be supplied to other professionals whose work relates to physical activity or who may be involved in its delivery.

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