Health and Well-Being Teaching and Learning – Broad Hinton C of E Primary School

'A love of learning for a lifetime of opportunities'

'At Broad Hinton School we are proud of our educational heritage, which is rooted historically in Christian belief. We aim to provide opportunities for all to learn and achieve with in a happy, structured and disciplined Christian environment. We welcome everyone to our village school where other faiths, cultures and abilities are received with love, care and respect.'

Health and Well-Being; **Subject lead: Mr J Underwood Link Governor: Mr McPherson Headteacher: Mrs E Floyd School Council Staff lead: Mrs P Foulatier**	
Intent	✓ To meet the requirements of the National Curriculum POS for P.E, developing competence in a range of physical skills and processes such as planning and evaluating. ✓ To ensure that all children have access to a broad range of opportunities designed to develop core movement skills and foster a sense of fun and enjoyment in physical activity. ✓ To ensure all children are physically active for sustained and regular periods of time. ✓ To make strong links with local community sports clubs, encouraging children to pursue sport outside of the school day. ✓ To be a good team player, who plays fairly, demonstrating sportsmanship, and our core values of love, care and respect, alongside the School Games values. ✓ To ensure that children have the motivation, skills and knowledge needed to lead an active and healthy lifestyle, including emotional wellbeing, hygiene, safety and fitness. ✓ To ensure that children are aware of their rights and responsibilities and how these change as they grow. ✓ To ensure that children have the understanding to help them be responsible and active citizens, who make well informed, reasoned and balanced decisions. ✓ To develop self- awareness and self-confidence, alongside skills such as communication, caring, empathy, nurture, enquiry and participation. ✓ To be able to cope with success and failure, showing perseverance and resilience. ✓ To help pupils develop respect for diversity and differences between people, their values and opinions. ✓ To be self-motivated, setting themselves personal challenges, with the aim of achieving their personal best. ✓ To be involved in competing against others, both individually and as part of a team. ✓ To deliver a wide ranging PSHE programme that supports and guides pupils through their physical, social, emotional and moral development.

	✓ To develop a strong sense of community within school and to develop partnership with the residents of Broad Hinton. ✓ To support children in making/maintaining friendships and with emotional, social or communication needs, in order for them to develop self-awareness, confidence and the skills they need (in turn, enabling them to be ready as learners). ✓ To meet the requirements of the Relationships, Sex and Health Education (RSE) statutory guidance published in Sept 2021. ✓ To ensure children have knowledge and understanding of British Values and their protected characteristics and rights.
Implementation	➢ Sport and P.E are taught through a skills-based approach, with references to active learning in other subject areas ➢ Links to local/national/international sporting events are made as appropriate to the curriculum and as and when they occur. ➢ Core skills transfer into small scale games in KS1 before progressing into larger scale games in KS2. ➢ In EYFS and KS1, a book-based story approach is used to deliver games skills. Children progress through different levels of challenge at their own pace, practicing skills as necessary, before moving on. ➢ In EYFS, in the moment planning is also used in response to children's interests and assessment for learning. ➢ Pupil voice is acted upon. Invasion games skills, for example, can be taught through a variety of games and team interests are then followed as appropriate. ➢ Various councils involve children from all teams, in order to develop young leader skills/pupil voice and these play a very important role in promoting positive aspects of community for all eg Sports Council, School Council, Eco Schools, School Ambassadors. ➢ The democratic process of elections, involving the whole school, enables children to understand what it means to be an active citizen: able to make a worthwhile and meaningful contribution to a community as a whole. ➢ Children are selected to become members of the Friendship Group, who act as buddies to help those who find playtimes challenging. ➢ Short regular bouts of activity are planned throughout the day, to increase physical activity and act as "brain breaks." ➢ Each team has at least 2 x 1 hour, timetabled P.E lessons per week.

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A wide range of lunch and after school clubs provide further opportunities for children to be active and to interact with each other and other adults, including qualified coaches.
A variety of sporting festivals and tournaments are attended by all age groups as appropriate and are fully inclusive, with opportunities for everyone to take part.
Swimming is currently taught in two blocks and a "catch up" programme is offered to Years 5 and 6, for those children who have not yet met the required standard of swimming 25m unaided and water safety.
Year 6 take part in Bikeability each year.
Annual themed days/weeks takes place each year, including Sport Relief and National Anti -Bullying Week.
Each team takes part in Outdoor and Adventurous activity days, with a Team 4 residential visit early in the school year.
PSHE teaching and learning is skills, attitude and knowledge based. The Coram Life Education programme and resources are used as a starting point, but staff are aware that these may not cover everything and draw on a variety of supplementary resources as appropriate e.g. science supports the RSE curriculum.
PSHE is cross-curricular and is an integral part of our curriculum. It is evidenced in a variety of ways as appropriate to the age and abilities of the children e.g. SeeSaw.
A variety of visitors are welcomed into school, as appropriate, to support the teaching and learning and develop cultural capital e.g. police, school nurse, fire service, Power of One roadshow (anti-bullying.)
A two-year spiral programme ensures that a different approach is taken, each time a topic is delivered to a team. This enables wider exploration and progression of skills.
PSHE is planned for and taught on a regular basis throughout school. Circle time is included when appropriate or necessary. In KS1 and 2, Picture News is used as a stimulus for this discussion.
Pastoral work is done throughout school, supporting vulnerable groups and individuals as needed. These may be planned sessions, for example focusing on social skills, a quick check in or a chat, depending on children's need. For some children, a multi-faceted approach is used.
The Rainbow Room, the library, the Spirituality Zone and the Nurture Room provide spaces where children can feel safe to talk, reflect and to benefit from the sensory resources there.

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<td>Parental engagement
Promotion of local sports clubs and sporting events.
Parents play a vital supporting role in</td>
<td>Resources used:
Coram Scarf
RSE curriculum guidance
Specialist visitors and external providers eg: NSPCC, PGL, H5</td>
<td>Subscriptions purchased
Healthy Schools Award £150 for 3-year accreditation
North Wilts Sports Cluster £100</td>
<td>Support for vulnerable groups and SEND
"Reasonable adjustments" are made where necessary to activities and resources.</td>
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providing transport to festivals and tournaments. ➢ Sporting achievements both in and out of school, are celebrated in a weekly assembly, to which parents are invited. ➢ Performing Arts evenings to which parents are invited. ➢ Sports and Family fun day to which parents are invited, giving the opportunity for adults and younger siblings to take part. ➢ Opportunities for parental workshops and literature eg: Coram workshops and police for online safety ➢ Parental literature on website ➢ Home learning opportunities	➢ Cluster and secondary school liaison ➢ A range of gymnastic and sporting equipment kept in the hall, the P.E shed and on the field ➢ Supermovers ➢ Wake and Shake ➢ Various published and online materials ➢ Specialist coaches eg swimming, rugby and yoga. ➢ Staff to provide emotional support and reactive interventions for individuals and small groups as appropriate.	➢ See PE spreadsheet of costings	➢ Specific groups are invited to attend certain activities to help develop confidence, increase levels of activity or support needs such as gross and fine motor control. Sports Premium money is used to cover any costs. ➢ Clearly named and labelled medication is taken to all lessons and events, as appropriate. ➢ Risk assessments on Evolve

This intent has been written as the result of a series of teacher development days and staff meetings focusing on maths. It should be read in conjunction with the following documents:
Teaching and Learning,
Ethos, Behaviour and Discipline,
Assessment for Learning/Assessment and Record Keeping,
Homework,
Health and Safety,
SEND and More Able,
Equal Opportunities.
Safeguarding and Child Protection policies
Governor Visits
Pupil Voice statement

Review of the document:

This document will be formally reviewed within three years. In the meantime, it will be reviewed by the Health and Well Being Subject Leader to whom any questions should be addressed.

Written: December 2019
Reviewed: February 2024