



Policy for Healthy Lifestyles

Intent

Embracing a healthy lifestyle and supporting pupils to independently look after their physical and mental wellbeing is incredibly important. Food Technology will provide learners with an understanding of healthy lifestyles in the kitchen that can be transferred to their home environment. Our Physical Education curriculum allows pupils to develop an understanding of being active that is inclusive and enjoyable, harnessing the skills that will prepare them for keeping active and healthy in adulthood.

Curriculum Intentions

Physical education

- Deepen their application of skills to include formal games and take an active leadership role in developing and improving performance
- Broaden knowledge of what being active is and how to apply a wider range of different physical skills/ tactics
- Develop an understanding of the benefits of being active, developing precision in a range of physical skills

Food technology

- Deepen and apply their knowledge of the science behind healthy lifestyles in order to maintain a healthy body for themselves and others
- Broaden knowledge of the principles behind nutrition and a range of cooking techniques, and how this differs depending on circumstances
- Develop an understanding of the origins of food and ways in which to select, store and prepare food as part of a healthy and active lifestyle

Implementation

A range of teaching styles will be used to accommodate the different learning abilities of individual students. Teaching will be done on an individual basis, in small groups or whole class groups.

Physical Development is delivered daily through cross-curricular teaching and is reflected in the daily routines. A whole school topic is identified each term and the curriculum team draws up a Physical Development Scheme (Curriculum Guide) relevant to the topic. Many pupils follow personalised physical activity programmes which are developed according to need and in conjunction with a range of professionals e.g. physiotherapist, occupational therapists.

Assessment is built into the teaching and learning process for all pupils. It is a valuable tool in informing staff of the next steps in learning.

Early Years Children in the Early Years follow the Foundation Stage curriculum. P.D is taught through the Physical Development area of learning.

Key Stage 1-4 Pupils in Key stage 1-4 will cover PD through the school's PD Curriculum Guides, with links to a variety of schemes of work including the Equals and the QCA schemes of work, the QCA PE document and the National Curriculum. The Get Set Food Technology, in which pupils develop their



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understanding of the production, processing and distribution of food, enabling them to develop vital life skills and fostering their independence. As a school we also have the Get Set 4 PE scheme which supports our planning and ensures lessons are focused on knowledge and skill progression.

Planning for progression

Effective planning involves the careful and deliberate sequencing of curriculum content and experiences to meet an individual's learning and development needs. This builds on previous learning and achievements to promote future learning. Long- and medium-term curriculum plans should therefore show progression for individuals and groups of pupils. This progression could be through skills or experiences. Staff are supported in the planning process through a termly Curriculum Guide for PD. Planning for progression for individuals or groups might focus on:

- Skill development
- Breadth of curriculum for learning
- A range of contexts for learning
- A variety of support equipment
- A range of teaching methods
- Application of skills, knowledge and understanding in the new settings
- Strategies for independence
- Promoting knowledge and understanding of the sensory qualities, differences and similarities, production, processing and distribution of food (as part of Food Technology)

For our pupils' progression is not necessarily only movement up a hierarchical ladder of skills and knowledge. Lateral progression is also important.

The role of the Healthy Living Coordinator

- To organise and maintain teaching resources.
- To formulate a plan and monitor the spending of the Sports Premium budget
- To manage a delegated budget and keep spending within it.
- To encourage and assist in-service training.
- To ensure teachers follow strict Food Hygiene standards in the delivery of Food Technology.
- To keep up-to-date by attending courses and feedback sessions
- To provide guidance and support in implementing the schemes of work.
- After consultation, to co-ordinate recording and presentation throughout the school.
- To advise the Headteacher of action required (e.g. resources, standards etc.).
- To encourage ways of involving parents/carers in their children's learning.
- To promote liaison between staff, schools and the local community.

The over-riding task must be to provide support for all who teach PE and so improve the quality and continuity of PE teaching and learning throughout the school.

Impact

The Curriculum Coordinator will use work monitoring, pupil voice, planning moderation and patterns reflected in learning walk feedback to assess the quality of the curriculum and the progression of pupils. All of these processes will be completed regularly throughout the year and will be overseen and monitored by SLT.



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Health and Safety

Pupils follow procedures to ensure good health and safety practices. Teachers have the obligation to carry out their own risk assessments, depending upon the nature of the activities planned and the needs of individual pupils. Teachers ensure strict Food Hygiene standards are met in the delivery of Food Technology.

Enquiries and questions

The school welcomes enquiries or questions about Healthy Lifestyles. In the first instance parents should contact their child's class teacher.