



Charles Saer Community Primary School

PE Policy

Intent

To support our whole school curriculum intent in PE, we aim to provide children with high quality physical education which enthuses and inspires pupils to participate fully, and develop a life-long love of physical activity, sport and exercise. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes a positive attitude towards a healthy lifestyle. We want children to acquire the skills, knowledge and understanding that they need to become physically literate, leading to the development of a healthy and active lifestyle. Our PE curriculum is designed to allow every child the opportunity to reach their full potential: mentally, physically, personally and socially. This will enable children to make informed choices about physical activities throughout their lives.

PE is an integral part of school practice and allows children to gain a sense of achievement and to develop positive attitudes towards themselves and others. We aim to build a curriculum that enables children to develop knowledge, skills and vocabulary in a broad range of sporting activities, as well as developing values and transferable life skills.

At Charles Saer Community Primary School, our aim is for all children to:

- use PE to develop their understanding of competition, including: fair play, sportsmanship, team work, passion and playing within the rules.
- have a positive relationship to physical health, activity and personal wellbeing.
- be able to review, analyse and evaluate their own and others' strengths and weaknesses.
- be able to involve others and motivate people around them to perform.
- be able to see all new challenges as opportunities to learn and develop.
- be able to respond imaginatively to different situations, adapting and adjusting skills, movements or tactics.
- be able to perform a variety of skills consistently and effectively in challenging or competitive situations.

Implementation

At Charles Saer Community Primary School, the PE curriculum is taught using the Primary PE passport framework, which is in line with the National Curriculum. This is a vital resource used to support teachers with their subject knowledge and the delivery of PE. The scheme provides a strong basis of what is expected, however teachers have the

flexibility to adjust and change lessons to suit the needs of their classes, in order to give pupils a tailored learning experience. Each class has access to 2 hours of high quality PE lessons every week (1 indoor session and 1 outdoor session), which are taught by either the class teacher or specialist PE provider. Children are also offered the opportunity to practise new knowledge and skills in a variety of ways. Each lesson builds upon the previous skills and knowledge, allowing them time to embed what they've been taught, and to work towards clearly defined end-points. Different skills are recapped throughout and across the years, but each time they are being developed further.

We teach lessons so that children:

- Secure and build on a range of skills.
- Have fun and experience success in sport.
- Develop good sporting attitudes.
- Understand basic rules and experience positive competition.
- Have the opportunity to participate in PE at their own level of development.

Curriculum map

At Charles Saer Community Primary School we have mixed aged group classes, so we have developed a two-year cycle to ensure full coverage.

Please note: Due to swimming in Year 4 and now Year 5, the timetable varies slightly for those year groups. This means that 1 hour a week the Year 4 and Year 5 children will go swimming whilst the Year 3 and Year 6 children follow the units on the PE passport stated below.

Cycle A NC: Years 1/3/5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Indoor	EYFS - FMS	EYFS - FMS	EYFS - FMS	EYFS - FMS	EYFS - FMS	EYFS - FMS
Reception Indoor	EYFS - FMS	EYFS - FMS	EYFS - FMS	EYFS - FMS	EYFS - FMS	EYFS - FMS
Years 1/2 Indoor	FMS - Baseline	Dance	Gymnastics	FMS	Dance	FMS assessment
Years 1/2 Outdoor	FMS	FMS	FMS	Games - net and wall	Striking and fielding	Athletics
Years 3/4 Indoor/ Outdoor	Invasion games	Gymnastics	Dance	Invasion games	Orienteering	Athletics
Year 3 Outdoor Year 4 Swimming	FMS catch up	FMS catch up	FMS catch up	FMS catch up	FMS - games	FMS catch up
Years 5/6 Indoor	Dance	Creative games	Gymnastics	Gymnastics	Dance	Athletics
Years 5/6 Outdoor	Invasion games	Invasion games	Orienteering	Invasion games	Striking and fielding	Striking and fielding

Cycle B Years 2/4/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery Indoor	EYFS - FMS	EYFS - FMS	EYFS - FMS	EYFS - FMS	EYFS - FMS	EYFS - FMS
Reception Indoor	EYFS- FMS	EYFS- FMS	EYFS- FMS	EYFS- FMS	EYFS- FMS	EYFS- FMS
Years 1/2 Indoor	FMS - Baseline	Dance	Gymnastics	FMS	Gymnastics	FMS assessment
Years 1/2 Outdoor	FMS	FMS	FMS	FMS - games	Orienteering	Athletics
Year 3/4 Indoor	Invasion games	Gymnastics	Dance	Invasion games	Orienteering	Athletics
Year 3 Outdoor Year 4 Swimming	FMS catch up	FMS catch up	FMS catch up	FMS catch up	FMS catch up	FMS catch up
Years 5/6 Indoor	Invasion games	Dance	Invasion games	Gymnastics	Striking and fielding	Athletics
Years 6 Outdoor Year 5 Swimming	Orienteering	Creative games	Invasion games	Invasion games	Orienteering	Striking and fielding

Progression of skills

Early Years Foundation Stage (EYFS) – The intent in the Foundation Stage is to focus on developing gross and fine motor skills. Lancashire has developed a 5 Fundamental Movement Skills resource to support Foundation teachers in understanding 5 key skills that they will give children, along with other skills, opportunities to develop.

Key Stage 1 – (Year 1 Baseline)

The intent in year 1 is to carry out a baseline of 10 Fundamental Movement Skills as the children enter year 1. From this baseline teachers design/adapt the PE curriculum and have a focus on the FMS the children are less proficient in.

During Key Stage 1

The intent during KS1 is to continue to develop the children’s FMS especially their weaker ones and also to teach children how to apply these skills in a context. The children develop their knowledge in using simple tactics in game type activities and creating sequences of movement in gymnastic and dance type activities. This is delivered through the relevant Core Tasks.

End of Key Stage 1

The intent at the end of KS1 is to test the children’s 10 Fundamental Movement Skills again. This will show the impact on their performance of their FMS and which skills they have mastered. This information can then be shared with the year 3 teacher.

Lower Key Stage 2

The intent at year 3 and 4 in games is to develop children’s attacking skills through a range of different sports and activities. However, this will be delivered through uneven sides, i.e. 3V1, 4V2. They will also develop their knowledge of simple attacking tactics, which are transferable across similar categories of games (Target, Invasion, Net/Wall, Target and Striking and Fielding.) The intent at year 3 and 4 in dance and gymnastics is to develop children’s performance and sequencing skills. All the skills are applied through the relevant Core Tasks which are linked to age expectations.

Upper Key Stage 2

The intent at year 5 and 6 in games is to continue to develop children’s attacking skills when they are working as a team and to develop their knowledge of defending strategies. These will be delivered through modified mini-versions from uneven sides to even sides.i.e. 5V3, 5V4, 4V4, 5V5 etc. The learning the children receive through the different categories of games leads to playing an intra school games competition and for some children moving to inter school competitions. The intent at year 5 and 6 in dance and gymnastics is to develop children’s performance and composing longer sequences of



Physical Education

End of Year Expectations

<p>Year 6</p>	<ul style="list-style-type: none"> ▶ Continue to develop sport specific skills, applying them with control and precision. ▶ Perform a number of travelling skills, i.e. with and without equipment, sending and receiving skills with consistency, accuracy, confidence, control and speed. ▶ Perform dances fluently and with control and can perform to an accompaniment expressively and sensitively. ▶ Follow a simple route on an OS map and keep it set and identify different features and successfully complete a timed orienteering course (competition). ▶ Accept responsibility when working in a team. 	<ul style="list-style-type: none"> ▶ Examples of developing sport specific skills may include: <ul style="list-style-type: none"> ○ Chest bounce, shoulder, swing pass, dribbling a ball, running with a ball. ○ Bowl, underarm / overarm. ○ Catch a small ball. ○ Counter balance and counter tension with a group. 	<ul style="list-style-type: none"> ▶ Collaborate as a team and apply attacking and defending skills through modified versions of 4V4 or 5V5 invasion games. ▶ Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> ▶ Create and perform longer sequences of actions (8-10) with a partner that show an awareness of their audience in a range of activities such as gymnastic activities. ▶ Work creatively and imaginatively on their own, with a partner and in a group to compose motifs and structure simple dances and dance. 	<ul style="list-style-type: none"> ▶ Identify aspects of their own and others’ performances that need improvement and suggest how to improve them, i.e. which aspects were performed consistently, accurately, fluently and clearly. ▶ Watch performances and games and use criteria to make judgements and suggest improvements.
<p>Year 5</p>	<ul style="list-style-type: none"> ▶ Continue to develop sport specific skills applying them with coordination and control. Perform a number of skills, i.e. travelling with and without equipment, sending and receiving skills with consistency, accuracy, confidence and control. ▶ Perform different styles of dance clearly and fluently, adapt and refine the way they use weight, space and rhythm in their dances to express themselves in the style of dance. ▶ Perform symmetrical and asymmetrical actions and counter balance and counter tension with a partner. ▶ Follow a simple course using eight points of the compass and mark on a map the position of a ground. ▶ Work cooperatively with a partner and small group. 	<ul style="list-style-type: none"> ▶ Examples of sport specific skills may include: <ul style="list-style-type: none"> ○ Chest bounce, shoulder pass, catching, push pass, kicking, shooting. ○ Bowl underarm / overarm. ○ Strike a ball (rounders / cricket). ○ Catch a small ball. ○ Counter balance with a partner. 	<ul style="list-style-type: none"> ▶ Collaborate as a team and develop defending skills through modified versions of 5V3 or 5V4 invasion games. ▶ Apply a range of skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> ▶ Create and perform longer sequences of actions (6-8) with a partner in a range of activities such as gymnastic activities. ▶ Compose motifs and plan dances creatively and collaboratively in groups. 	<ul style="list-style-type: none"> ▶ Recognise their own and others strengths and explain why a performance is good using appropriate terminology when evaluating both their own and others performances.
<p>Year 4</p>	<ul style="list-style-type: none"> ▶ Master fundamental movement skills and start to develop sport specific skills. Develop a broader range of skills using different sports and activities. ▶ Perform a number of sending and receiving skills with consistency and accuracy. Travel with an object i.e. running or dribbling a ball with / without equipment. ▶ Perform movements, shapes and balances that are matched and / or mirrored. ▶ Perform dances clearly and fluently, show sensitivity to the dance idea and the accompaniment. ▶ Orientate a map consistently and accurately. Follow a simple star orienteering course and simple point to point orienteering course on school grounds recording controls. ▶ Work cooperatively with others to solve challenges. 	<ul style="list-style-type: none"> ▶ Examples of developing sport specific skills may include: <ul style="list-style-type: none"> ○ Chest bounce pass, swing pass, catching. ○ Bouncing a ball, running with a ball. ○ Underarm bowl. ○ Throwing overarm. ○ Strike a ball with implement. ○ Matched and mirrored balances. 	<ul style="list-style-type: none"> ▶ Develop attacking skills in a 4V2 invasion game. ▶ Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> ▶ Create and perform sequences of actions (6) with control and precision in a range of activities such as gymnastic activities. ▶ Use simple motifs and movement patterns to structure dance phrases on their own and with a partner. 	<ul style="list-style-type: none"> ▶ Describe what is successful in their own performances. ▶ Identify aspects of their game that needs improving and say how they could go about improving them.



Physical Education End of Year Expectations

Year 3	<ul style="list-style-type: none"> ▶ Master most fundamental skills and start to develop sport specific skills. Develop throwing and catching skills using different sports and activities. ▶ Perform using a number of sending and receiving skills with some accuracy. ▶ Travelling - change direction easily. ▶ Perform travelling, rolling, jumping and balancing skills. ▶ Perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control. ▶ Plan routes around obstacles (e.g. PE apparatus, table / chairs in classroom). ▶ Begin to work cooperatively with others to solve challenges. 	<ul style="list-style-type: none"> ▶ Examples of developing sport specific skills may include: <ul style="list-style-type: none"> ○ Chest pass, bounce pass, swing pass, catching. ○ Dodging and swerving. ○ Underarm bowl. ○ Throwing overarm. ○ Strike a ball with implement. ○ Travelling on hands and feet, balance on large and small body parts. 	<ul style="list-style-type: none"> ▶ Develop simple attacking skills in a 3V1 invasion game. ▶ Apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities. 	<ul style="list-style-type: none"> ▶ Create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance. ▶ Share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance. 	<ul style="list-style-type: none"> ▶ Identify what they do best and what they find difficult. ▶ Make simple assessments of performance based on simple criteria given by the teacher.
Year 2	<ul style="list-style-type: none"> ▶ Perform fundamental movement skills at a developing level and start to master some basic movements in: <ul style="list-style-type: none"> ○ Travelling skills. ○ Sending skills. ○ Receiving skills. ▶ Perform body actions with control and coordination and perform short dances, showing an understanding of expressive qualities. 	<ul style="list-style-type: none"> ▶ Examples of FMS may include: <ul style="list-style-type: none"> ○ Travelling skills - running, galloping, dodging. ○ Sending skills - throwing, kicking, bouncing and striking a ball. ○ Receiving skills - trapping and catching an object. 	<ul style="list-style-type: none"> ▶ Apply simple tactics in a 3V1 game. ▶ Engage in simple competitive and cooperative activities. 	<ul style="list-style-type: none"> ▶ Create and link simple combinations of 3 or 4 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>). ▶ Link body actions and remember and repeat dance phrases. 	<ul style="list-style-type: none"> ▶ Describe what they have done or seen others doing. ▶ Comment on a skill or combination of skills and say how it could be improved.
Year 1	<ul style="list-style-type: none"> ▶ Perform fundamental movement skills at a developing level in: <ul style="list-style-type: none"> ○ Travelling skills. ○ Sending skills. ○ Receiving skills. ▶ Perform basic body actions with control and show some sense of dynamic, expressive and rhythmic qualities in their own dance. 	<ul style="list-style-type: none"> ▶ Examples of FMS may include: <ul style="list-style-type: none"> ○ Travelling skills - running, hopping, skipping. ○ Sending skills - rolling, kicking, throwing. ○ Receiving skills - catching. 	<ul style="list-style-type: none"> ▶ Apply a simple tactic in a 1V1 or 2V2 net type game. ▶ Engage in simple competitive and cooperative activities. 	<ul style="list-style-type: none"> ▶ Create and link simple combinations of 2 or 3 actions in ways that suit the physical activity (<i>for example gymnastic activities</i>). ▶ Choose appropriate movements for different dance ideas and repeat short dance phrases. 	<ul style="list-style-type: none"> ▶ Describe what they have done or seen others doing.
	Developing Skills	Examples of Skills	Application of Skills: Attacking and Defending Strategies	Application of Skills: Linking Actions and Sequences of Movement	Evaluating Success

movements with a partner and group. All the skills are applied through the relevant Core Tasks, which are linked to age expectations.

School Sports Funding

The Government provides each primary school throughout England with additional funding, which is to be spent on improving the sports provision in schools. At Charles Saer Community Primary, we believe a high quality PE offer should be an integral part of the whole school curriculum and one that staff, pupils and parents understand and can contribute to.

We liaise with the School Sports Partnership and Fleetwood Town FC, who provide curriculum coaching and delivery in the EYFS, KS1 and KS2. They also deliver specialist after school clubs, however this is at the schools discretion. We choose clubs carefully, to suit the needs of the children in our care, and to ensure children in all year groups are being provided for, exposing them to a variety of sporting opportunities. Additional swimming lessons are also delivered to children in Year 4, and these run throughout the year giving pupils the best opportunity to meet their swimming requirements. Please see our 'School Information' page and click on the PE & Sports Premium document to find out more.

Impact

At Charles Saer Community Primary School, pupils PE experience should provide a depth of learning in a positive and engaging environment. Basic underlying principles and skills will have been practised, and they will have been given opportunities to develop these into more complex processes. Pupils will be confident to try new things and take risks and will be able to make quick decisions and choices when planning tasks or performances. They will have a range of strategies for solving problems and will be able to show resilience to keep going when they find things difficult. Our children will have a secure understanding of the benefits of leading a healthy lifestyle, and they will progress well throughout each year group meeting the NC objectives. They show a willingness to attend after school clubs and competitive sporting events and even the least confident children are keen to take part.

Assessment, Recording & Reporting

Teachers will assess children at the end of every half term allowing them time to evidence the progress they have made. These professional judgements will then be recorded on the Primary PE Passport using the Bronze, Silver, Gold assessment structure, looking at the development and application of skills taught within the unit.

- A Bronze assessment in a unit would mean that the child is currently working towards the expectations of the unit.
- A Silver assessment in a unit would mean that the child is working at the expectations of the unit.
- A Gold assessment in a unit would mean that the child is exceeding the expectations of the unit.

Each child will also have their own passport within the app, where staff can store images, comments, videos and much more in order to allow them to keep up to date and evidence each child's achievements and next steps. Teachers will also use the app to upload photographs and videos to provide evidence for objectives being taught for an individual child or group of children. Teachers in other year groups will have access to the assessments.

Swimming is assessed annually to ensure children can swim competently, confidently and proficiently over a distance of at least 25 metres.

Curriculum

Early Years Foundation Stage

We encourage the physical development of our children in Reception, as an integral part of their work. The Reception classes are part of the Foundation Stage of the National Curriculum. We relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. Physical development within the Early Years Foundation Stage 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 coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

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. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Exceeding Moving and handling

- Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size.

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.

We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills. In Reception, the 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 two weekly PE lessons.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- 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.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate [for example, badminton, 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.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Teaching and Learning

At Charles Saer Community Primary School, we use a variety of teaching and learning styles to ensure our lessons are taught effectively. The teaching of physical education at Charles Saer provides opportunities for group or paired work, whole class teaching, discovery methods and individual work. It is vital that children are exposed to and receive a variety of these teaching methods, and are given a variety of tasks which include practise and consolidation, investigations and problem solving.

Links between physical education and other foundation subjects should be made where possible, to ensure that children see the importance of physical education within all areas of the curriculum.

Differentiation

For effective differentiation in PE, teachers at Charles Saer are encouraged to imbed the principle of STEP for differentiating activities and to encourage pupils to understand and challenge themselves in their own learning.

S- change the **S**pace available.

T- change the **T**ime allowed

E- change the **E**quipment e.g. softer/larger balls, different sized bats etc.

P- change the **P**eople e.g. size of the groups.

Special needs provision

PE lessons are planned and differentiated by the class teachers, to ensure that children who have specific learning difficulties can access the curriculum. Children are encouraged to take part whenever possible through differentiated activity, which effectively, safely and sensitively targets their needs.

Equal opportunities

At Charles Saer Community Primary School, we believe it is important that all children have the opportunity to develop in physical education within the curriculum and through extra-curricular activities, so that they can make the maximum possible progress. It is the responsibility of the teachers to ensure that all pupils, irrespective of gender, religion, learning or physical ability, race, culture, ethnicity and social circumstances, have access to the curriculum. PE lessons should aim to provide quality experiences, which challenge all children.

Health and safety

Charles Saer School always considers the safety and welfare of its pupils. Activities should not be undertaken without an assessment of the risks involved and the procedures required for each child to participate in the activity in a safe manner.

Safe participation is ensured by:

- Each teacher implementing safe procedures for each area of activity at the start of each unit eg. each individual is aware of their responsibilities when putting out/storing gym equipment.
- Regular checks are carried out on all equipment and on all areas where physical activity is to take place. Potential hazards are removed and warnings are put in place where required.
- Areas for PE have been risk assessed with these assessments being shared with all staff members involved in the session.
- Jewellery of any form should not be worn during P.E/extra-curricular activities. If earrings cannot be removed, they can be covered by plasters. This will need to be done at home before school, if the child can not do this themselves in school.
- Children must wear specified school P.E kit.
- Children understand that poor behaviour is not tolerated under the context that they are not participating in safe activity when they are behaving badly or not following instructions.
- All staff are suitably trained and hold appropriate qualifications to teach and /or supervise the relevant activity.
- There are sufficient qualified first aiders in the school who are well known to all those leading physical activity sessions. A first aider is always available in school during extra-curricular activities.
- Records are kept of all children with medical conditions. These records are passed between current and future teachers.

British Values and SMSC

We aim to encourage and promote British values through our PE lessons, sporting activities and external competitions. Our British values are democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. PE offers opportunities to support pupil development socially whilst they work together with their peers. Working in groups enables them to develop a respect for other children's levels of ability, co-operate across a range of activities and experiences, and gives them the chance to discuss their ideas and performances.

Links with PSHE

PE contributes to the teaching of personal, social and healthy education and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. We also promote children to:

- Develop leadership skills when coaching others.
- Develop relationships through partner and group work.
- Understand the need to follow rules and play fairly.
- Demonstrate the Sporting Spirit Values of respect, teamwork, honesty, determination, self-belief and passion.

Resources

Each class has access to the school sports equipment to deliver their PE lessons. Resources are audited termly by the subject leader and replacements are ordered where needed. Teachers know to inform the subject leader of any missing/ broken equipment so that replacements can be ordered.

The role of parents and carers

All parents and carers should:

- ensure that their child has a full school PE kit in school for children to participate in physical activity.
- be aware of the PE days of their children's classes so that all jewellery is not worn on this day.
- encourage children to be active and be enthusiastic about their extra-curricular activities.
- promote commitment to extra-curricular activities by ensuring they attend every session.