Physical Activity Policy

Queen's Park Primary School

1. Purpose of Physical Activity Policy

This policy has been written to give clear guidance to staff, outside visitors, parent and carers, and pupils about the provision of physical activity opportunities during the school day and our approach to the positive promotion of physical activity. Schools have an important contribution to make in encouraging and providing opportunities for children and young people to take part in physical activity, especially as in term time this is where children and young people spend most of their day.

2. Physical Activity Guidelines for Children

The Physical Activity Guidelines for Children and Young People are relevant to those aged from 5 to 18 years. Physical activity is associated with better physiological, psychological and psychosocial health among children and young people. Global and UK specific evidence has shown that boys are more active than girls at all ages and that physical activity levels decline through childhood into adolescence. As such, ensuring all children are as active as possible throughout childhood is important for current and future population health.

In 2023, the Government updated the School Sport and Activity Action plan which sets out an ambition that children and young people should get 30 minutes of their daily physical activity through the school day and 30 minutes outside of school. The PE and Sport Premium helps primary schools to achieve this, providing funding to make additional and sustainable improvements to the quality of PE, physical activity and sport offered.

For details of how we have spent our PE and Sport Premium Funding to make additional and sustainable improvements to the PE, sport and physical activity we offer please refer to the policies section of our website here.

For nurseries attached to primary schools, there are a different set of guidelines for children under the age of five. Physical Activity Guidelines for under 5s

3. Curriculum Provision

Physical Education is compulsory at all key stages. The National Curriculum programmes of study outline what should be taught at each key stage. Local authority-maintained schools are required to follow the National Curriculum; at present, academies and free schools do not have to follow it but are required to provide a broad and balanced curriculum that promote the physical development of pupils. A high quality physical education curriculum should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. In addition, schools must provide swimming instruction either in KS1 or KS2.

Non-statutory DfE guidance Enhancing physical education provision and improving access to sport and physical activity in school recommends that schools timetable at least 2 hours of curriculum PE per week.

For nurseries attached to primary schools, physical development is one of the three prime areas of learning and development in the EYFS statutory framework . Physical development involves giving young children opportunities to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity.

Nursery children

Children are given opportunities to access physical activities throughout the day in line with the curriculum and Early Years Framework.

PE is taught through the Get Set 4 PE scheme https://getset4education.co.uk/ . Through the Get Set 4 PE scheme, the planning shows opportunities for assessment throughout the lessons with clear objectives and assessment criteria for teachers to refer to. Evaluation happens throughout the lesson, and teachers will complete this either with the children (through the observing of their skills) or at the end of the lesson when reflecting on the lesson and adapting the following week's plans.

Children have use of the back playground where they are able to be on bikes and scooters during timetabled sections of the day with a large space to use. Within the Early Years playground and outdoor space, children have access to climbing frames and sandpit area, as well as a mud kitchen and other messy play areas which help the children build strength, balance and coordination. We also have our Forest School sites which the children access weekly, providing more outdoor learning opportunities to help develop their gross and fine motor skills.

Games and activities are actively planned for and organised within the daily timetable so that in line with the Early Years Framework, the children are given experiences to develop their gross and fine motor skills. Fine motor skills activities include threading beads, drawing and using child-safe scissors, and we actively encourage the children to fasten their own buttons or complete other fine motor skills activities during Continuous Provision time (which are linked to the class topics that week). Adults are on hand during these games and activities so that each child's development is monitored and tracked over time.

Within our timetable, carpet sessions are no more than 15 minutes in length before the children are then up and moving, whether that be through free flow activities, Continuous Provision or active learning activities.

School age children

Each class takes part in PE lessons lasting 60 minutes every week. To supplement the extra 30 minutes, the classes then take part in a Daily Mile exercise every day, lasting 10 minutes each time. This involves the children running around the playground to encourage them to run a mile inside 10 minutes. The Daily Mile provides a further 40 minutes of exercise, totalling 100 minutes each week.

Class teachers are responsible for the delivery and teaching of PE lessons. On occasions where the class teacher is not available, a Higher Level Teaching Assistant will deliver the PE lesson.

Swimming is compulsory for all children in Years 3 and 4. They attend a 30-minute lesson every week at Moberly Sports Centre. For children who are not proficient in swimming by the end of Year 4, they continue to attend swimming lessons in Years 5 and 6 so that the children are proficient before leaving primary school.

PE is taught through the Get Set 4 PE scheme https://getset4education.co.uk/ . Across the school, every year group has the same unit to cover, i.e. all year groups teach gymnastics at the same time, and all year groups teach athletics at the same time. Within the unit, there is a Unit of Work overview, a Knowledge Organiser and then between 6-12 detailed lesson plans with accompanying videos.

Teachers actively monitor and assess the progress of the children within the lesson, adapting the lesson to suit the needs of the children to ensure that all children succeed in learning the key skills. Assessment points for each lesson are also given as objectives for the lesson.

The Get Set 4 PE scheme also provides activities that can be completed within class to help encourage movement throughout the day, ranging in complexity, challenge and amount of time needed.

The PE Subject Lead completes learning walks and training with staff to ensure there is consistency with the teaching and delivery of all lessons.

4. Enrichment Activities

To ensure that children and young people are able to meet the physical activity guidelines schools should also look outside of PE lessons to provide physical activity opportunities.

4.1 **Before and After school –** during Breakfast Club, the children are encouraged to play and take part in physical activities. After school, a range of different clubs are run throughout the year by school staff members and these are open to multiple year groups, dependent on the school staff members. Some examples of our previous After School Clubs include:

- Street Dance (Years 4 and 5)
- Girls Football (Years 1-6)
- Multi-sports (Reception – Year 2)
- Boys Football (Years 4-6)
- Parkour (Years 3-6)
- Boxing (Years 3 and 4)

4.2 **Break and Lunch times –** children are provided with opportunities to be active throughout their play. We have Playground Monitors who are responsible for bringing out playground equipment for their year groups, and we also have staff actively promoting and engaging with the playing of a range of games with the children. In addition to this, we also have access to Get Set 4 PE's Active Lunchtimes activities, providing further opportunities for children to play games in an active way.

4.3 **In class –** using the Get Set 4 PE scheme, teachers have access to Active Blasts. These are short activities that can be completed within class to help encourage movement throughout the day, ranging in complexity, challenge and amount of time needed.

4.4 **Competitions –** we take part in a range of sporting competitions and events across the whole year, including cross country running, football, netball and swimming galas. We also

make sure we take an active part in SEND sports festivals too, ensuring all of our children are given the opportunity to excel in sports.

4.5 We take part in Active Travel including TfL Travel for Life.

5. Resources

Access to, and integration in the school day of, open space, forests, parks, and playgrounds are positively associated with physical activity levels. Access to loose and fixed equipment, along with non-traditional play materials also support physical activity among children and young people. There is also evidence of greater benefits of people being active outside, such as benefits to mental and emotional wellbeing.

We have 2 playgrounds, 1 at the front of the school and 1 in the back, and the Early Years playground which is only accessible to the Nursery and Reception children. We also have a specially designed playground area for children within our Specialist Resource Provision (SRP).

The front playground has a caged football pitch area that also acts as a basketball court, and this is timetabled for each year group and class multiple times a week. The front playground also has painted Champ squares on the floor which the children can use to play Champ or a variant of it. There is a large storage container full of playground equipment the children can use which includes: skipping ropes; balance boards; balls; catch and throw toys; hula hoops. Chalks are also used to draw hopscotch grids and other activities onto the floor during playtimes and lunchtimes. The children are able to access these resources independently, and we have Playground Monitors for each key stage to help monitor and maintain the equipment. In the front playground, there is a designated sprinting area for the children to have sprint races set up. Staff members are actively encouraging the children to take part in these activities and will play an active role in initiating the game for the children to join in with.

The back playground, there is a larger basketball pitch which can also be used as a football pitch too using the painted markings given. There is a large table tennis table as well that the children can use, and a rock climbing section of wall on our sensory room for children to climb too.

Playground equipment is audited each half term so that anything broken or missing can be replaced, and stock refreshed to keep the children engaged with physical activities during playtimes and lunch times.

In the bottom school hall, we have benches and gymnastics mats ready for PE lessons, as well as horses to support gymnastic lessons. It is also a large enough space to facilitate the dance lessons that are taught according to the PE long-term plan for each year group. In the top school hall, we have a gymnastics climbing frame that can be pulled out and used also.

During Breakfast Club in the mornings, children who attend are able to access the back playground and the playground equipment. They are actively encouraged to play games and

use the equipment during this time. When we have after school activities run and organised by staff, both the playground and PE equipment are used to facilitate and support the sessions. If we have a summer camp organised by our Children's University Lead (Miss Wilson), the children who attend all have access to the playgrounds and the playground equipment.

Although we do not have a swimming pool on site, Year 3 and 4 children access our local sports centre, Moberly, for swimming lessons every week on a Monday, with lessons lasting for 30 minutes.

We have access to two Forest School sites that children in Nursery - Year 1 can access each week during timetabled sessions with our Forest School lead.

Girls in Years 5 and 6 attend Girls Allowed every Wednesday which aims to promote a love for sports outside of the school environment. They take part in a range of different games each week, exposing the children to lots of different sports such as netball, basketball and roller skating to name but a few.

6. Equal Opportunities and pupil voice

There is growing evidence to show that certain groups such as girls, children with disabilities and those from minority ethnic groups and low socio-economic status families have lower levels of physical activity than their counterparts and that this contributes to health inequalities related to lower levels of physical activity.

At Queen's Park Primary, we believe in the power of pupil voice as a way of helping us understand the needs and views of the children across a range of different parts of our curriculum. By doing this, we are helping to enhance their ownership of physical activity delivery which means that we can ensure that activities are appropriately tailored to their needs and will therefore support participation. In addition, encouraging pupils and young people to act as role models can have an aspirational impact and encourage younger age groups to follow a similar path.

Offering a variety of physical activity opportunities for pupils and young people to take part in, including free play can increase participation in physical activity. In addition, a focus on games and the fun elements of participation, as well as the more traditional sports or competitive activities, can help to encourage participation, particularly among inactive pupils and young people. As such, we try to do as much as possible that shows this off to the best of our ability.

This is done in the following ways:

- All PE lessons are planned according to the needs of the pupils. Lessons have warm up, skills based starters, main lesson/practice session and plenary, and each part of the lesson has different levels of progression in each section. Alongside this, the lesson plans have clearly marked adaptations that can happen in a lesson to suit the mobility needs some of our children may have, as well as supporting those with SEND. This means that all of our children are able to achieve the same learning objective.

- In the cases of children who may not be able to access the learning of the lesson, alternative resources or objectives are planned for in consultation with the school SENDCo and any other relevant external agencies. All of our children have opportunities to be successful and hit goals that are specifically set for them.
- We encourage all children to take part in PE and sports activities and identify and attempt to remove any potential barriers to this. One such initiative we are part of is the Girls Allowed programme which is designed to encourage and engage our Year 5 and Year 6 girls in sports and physical activity every week from November to July each academic year.
- A range of after school activities are provided for children across the school including Early Years, and these are run by staff after school from 3:45pm-4:45pm. The activities are different each half-term and offer the children a range of different sports and outdoor activities to do that interest them.

7. Staff training, development and activity

Evidence supports the need for an appropriately trained, skilled and knowledgeable workforce. Ensuring staff have the confidence and competence to offer high quality experiences of both physical education and physical activity across the school day can contribute towards higher levels of physical activity by children and young people.

In addition, staff act as role models and can inspire children to participate in sport and enjoy it. The UK Physical Activity guidelines for adults.

The UK Physical Activity guidelines for adults recommend that:

• For good physical and mental health, adults should aim to be physically active every day. Any activity is better than none, and more is better still.

• Adults should do activities to develop or maintain strength in the major muscle groups. Muscle strengthening activities should be done on at least two days a week, but any strengthening activity is better than none.

• Each week, adults should accumulate at least 150 minutes or moderate intensity activity; or 75 minutes of vigorous intensity activity.

• Adults should aim to minimise the amount of time spent being sedentary, and when physically possible should break up long periods of inactivity with at least light physical activity.

We actively encourage our staff to lead by example for the children, from making sure they take an active part in PE lessons and wearing their own sports kit, to the staff taking part in stretching exercises where appropriate in classes or movement breaks, and even trying to do part of the Daily Mile with children.

All teachers are provided with professional development to support their practice. This will vary depending on the needs of individuals and groups of staff at the time. This will be in the form of team teaching, observing colleagues, internal and external training. Our PE lead also hosts staff meetings which sees teachers learning about and doing practical activities to help develop their own skills at delivering different parts of the PE lessons. The PE scheme that we follow, Get Set

4 PE, also has online CPD videos for teachers to engage with to also promote their professional development for children from EYFS to Year 6.

Our PE lead conducts equipment audits each whole term to check the equipment that we have is in good working order, as well as making sure that any missing equipment is reordered. By doing this, teachers have the resources needed to deliver their PE lessons each week so that the children's physical activity amount is as high as possible.

Where available, we do make the most of any qualified sports coaches that are available to us. In the past, we have had sports coaches from Lord's Cricket Ground come into school to deliver a cricket unit to certain year groups, and recently, we have had a sports coach come in twice a week to provide physical activity support at lunch times before then delivering PE lessons for the boys of Years 5 and 6 whilst the girls go off site for their Girls Allowed programme.

8. Community partners and links

There are a wide range of partner organisations and support available in the local community to support the provision of physical activity.

The children in Years 3 and 4 go to Moberly Sports Centre for their weekly swimming lessons, and Years 2-6 will take part in annual multi-school sporting events at Moberly Sports Centre as well. We will often go here as well for swimming competitions too.

The girls in Years 5 and 6 go to Jubilee Sports Centre for their weekly session of the Girls Allowed programme, starting from November and ending in July each academic year.

We also have links with Paddington Recreation Ground where we host our annual Sports Day for KS1 and KS2, as well as using this facility to take part in other multi-school competitions. When there are football tournaments happening, we will always go here too to take part.

We have good links with Regents Park as well for cross-country racing, and the Avenues as an organisation which provides other opportunities for children after school.

We also have excellent links with Westminster Children's University who we work incredibly closely with.

9. Holiday Provision

To prevent a drop in physical activity levels across the school holidays, there are a range of ways in which our school supports children and families to remain engaged and active over this period.

We regularly signpost families to a range of activities provided by the Local Authority and by the charity, Change4Life, that are provided locally during the holidays. The EYFS home learning always includes physical elements including going for local walks, outdoor challenges, learning dances or yoga.

For the summer holidays, we also have a summer school which children and families can access and during the summer school, children will be involved with daily sports and physical activities.

Throughout the year, our Westminster Children's University link also organises further experiences for the children.

10. Monitoring and Evaluation

We monitor the number of pupils who take part in after school clubs and anything additional to the statutory requirement. We also conduct learning walks to see our physical activity provision in action across the whole school. This policy will be made available on the school website and will be used every 2 years.

11. Policy Review

Policy Implementation Date: 01.07.26

Next Review Date: 01.07.28

Signed: M Royle

Date: 01.07.26