



St Peter's Eaton Square Primary School

Physical Activity Policy

Together, we will realise the potential God has given us.

Approved by:	Governing Body	Date: January 2023
Last reviewed on:	January 2023	
Next review due by:	January 2024	

St Peter's Eaton Square CE Primary School

This policy was written in consultation with staff, pupils, parents and governors.

1. School Background Information

1.1	Type of School	Primary
1.2	Member of Healthy Schools Scheme since	May 2014
1.3	Average No. on roll	270
1.4	No. of classes in year	2
1.5	Gender	Mixed

2. Key contacts

2.1	Physical Activity Coordinator:	Cassandra Potter
2.2	School Sports Coordinator:	Cassandra Potter
2.3	School Travel Plan Coordinator:	Cassandra Potter

3. Dissemination

Key information from this policy will be incorporated into the following documents where appropriate:

- 3.1 School Handbook / Prospectus
- 3.2 Staff Handbook / Induction materials
- 3.3 Governor Handbook / Induction materials
- 3.4 Pupil documentation

4. 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.

5. 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 the all children are as active as possible throughout childhood is important for current and future population health.

Physical activity guidelines for children and young people aged 5-18 years:

- Children and young people should engage in moderate to vigorous physical activity for an average of **at least 60 minutes per day across the week**. This can include all forms

of activity such as physical education, active travel, after-school activities, play and sports.

- Children and young people should engage in a variety of types of intensities of physical activity across the week to develop movement skills, muscular fitness, and bone strength
- Children and young people should aim to minimise the amount of time spent being sedentary, and when physically possible should break up long periods of not moving with at least light physical activity

For more information on the UK Physical Activity Guidelines for Children and Young People please refer to: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>

In 2019, the Government published a 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 more information on the School Sport and Physical Activity Action Plan please refer to: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/848082/School_sport_and_activity_action_plan.pdf

For more information about the PE and sport premium for primary schools please refer to: <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

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:

<https://www.stpeaton.org.uk/page/?title=PE+%26amp%3B+School+Sport+Premium+Funding&pid=25>

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:

- Infants (less than 1 year):
 - Infants should be physically active several times every day in a variety of ways, including interactive floor-based activity e.g. crawling
 - For infants not yet mobile, this includes at least 30 minutes of tummy time spread throughout the day while awake (and other movements such as reaching and grasping, pushing and pulling themselves independently, or rolling over); more is better
- Toddlers (1-2 years):
 - Toddlers should spend at least 180 minutes per day in a variety of physical activities at any intensity, including active and outdoor play, spread through the day; more is better
- Pre-schoolers (3-4 years):
 - Pre-schoolers should spend at least 180 minutes per day in a variety of physical activities spread throughout the day, including active and outdoor play. More is better; the 180 minutes should include at least 60 minutes of moderate to vigorous activity.

For more information on the UK Physical Activity Guidelines for Under 5s please refer to: <https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>

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.

6. 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; 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 inspires all pupils in KS1 and KS2 to succeed and excel in competitive sport and other physically demanding activities. It 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.

For more information on the National Curriculum for Physical Education in KS1 and 2 please refer to: <https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

To meet the Healthy Schools London criteria for the Bronze award schools must provide a minimum of 90 minutes of PE for each pupil across the school week.

For nurseries attached to primary schools, physical development is one of the three prime areas of learning and development. Physical development involves giving children opportunities for young children 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.

For more information about physical development and the early years foundation stage please refer to: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

PE at St Peter's Eaton Square C of E Primary School

Intent

Physical Education (PE) contributes to children's overall education; helping them to lead an active life through engaging, purposeful, high-quality activity. Our physical education curriculum is carefully planned to include a range of indoor and outdoor-based lessons throughout the year and provides a varied and progressive learning programme. Each class has the opportunity to have outdoor physical activities with visits to our local forest school, in Belgrave Square, over the year. All children receive at least two engaging, high quality and enjoyable physical education lessons per week, as well as having the opportunity to take part in at least 45 minutes of physical activities per day in the playground. We work closely with specialist coaches, who will work with each year group once over the year. Appropriate provision is in place to support a range of learning needs and abilities and ensure positive outcomes for all children. At St Peter's we use Get Set 4 PE to deliver high-quality PE lessons from EYFS to Year 6.

EYFS & Nursery children

- EYFS and nursery children both attend PE lessons twice a week, following the Get Set 4 PE scheme.
- Walking to Forest School and back weekly; walks around Forest School
- Break times, movement breaks, active learning

Years 1 & 2

- Children have three outdoor break times: morning break, lunch play break and an afternoon break.
- Children have movement breaks in the classroom daily
- Children have two instructed PE lessons per week
- Twice per year, children will walk to and from Forest School for an entire half term.

Swimming Timetable

Year 2 - All Year

Year 3 - Autumn Term

Year 4 - Spring Term

Year 5 - Summer 1

Year 6 - Summer 2

Years 3 – 6

- Children have 2 outdoor break times: morning break and lunch play break.
- Depending on the schedule and term, children have either:
 - 2 PE sessions per week
 - 1 PE session and 1 Swimming session
 - 1.5 PE session and 1 Forest School session (FS alternating between classes)
- **PE is taught by a** combination of PE Coach, Class Teachers and specialist trainers (e.g. swimming coaches at Queen Mother Leisure Centre)

Swimming

Each child from year 2 – 6 will receive swimming lessons over the year. Year 2 will swim every week for the entirety of the year, whereas the following years (3-6) will partake in lessons on a termly or half term basis.

To see the detailed curriculum overview for PE visit:

<https://www.stpeaton.org.uk/site/data/files/users/50/curriculum/49B3184570B31ED89508FAF2A90057DA.pdf>

“Get set for PE” has just been introduced (Jan 2022) and is currently used as a support to the school’s own curriculum.

We have created whole school initiatives, that coincide with our current units of learning. For example, we have our Week of Fitness, where we celebrate learning about fitness activities, have a coach come in and do lessons with the children and some year groups will visit the YMCA.

Assessment

Assessments are teacher based and involve talking with children and evidencing the lesson through photographs. Teachers and Coaches will give children verbal feedback during the lessons, in regards to progress and next steps.

Teachers and coaches will discuss children progress, and overall attainment will be recorded at the end of the unit.

Our annual report includes a section on children’s progress in PE; including effort, ability and progress.

Planning and Monitoring

Teachers follow the Get Set 4 PE scheme, which includes a warm up, small activities, main activity and a cool down in each lesson. Teachers are able to adapt lessons to modify for children to increase or decrease difficulty.

PE lead and SLT undertake learning walks and view teacher’s evidence folders. The PE lead and DH also have meetings with year group teachers, checking in progress, understandings of topics taught or any needs for future units.

7. Extra-Curricular Provision

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. By making physical activity an integral part of pupils’ daily routines, schools can increase the amount of time children spend being active, boosting their physical, mental wellbeing, character and resilience.

Wrap Around School Care

- We have before and after school care (for EYFS – KS2) which has many opportunities for physical activity through games led by leaders and coordinators.
- After school club also offers:
 - Dance Club
 - Judo Club (offsite)
 - Football Club (Wednesdays)

Break and Lunch times

- At break and lunch times for years 3-6 we have Young Sports Leaders (children year 5 & 6) who lead playground games, including physical activity skills (throwing, catching, jump, etc.)
- Once a week, during lunch times, we have an lunch time PE club which children can sign up for. It is a rotating theme for the club that coincides with the current learning in PE lessons across the school.

In Class

- Within classes, teachers use online resources or lead 'Brain Break' activities in the class to allow children movement activities to break up longer periods of learning.

School Trips

- Over the year, children partake in school trips to the YMCA facility, walking to and from Forest School and some classes engage in walking history tours of the area.
- When planning school trips, teachers work to source local areas for the opportunity to walk to venues. As we are very central, walking is always a part of our school trip travel.
- At the start of every school year, Year 6 goes on a residential to Sayers Croft where they participate in various outdoor activities over the course of a week.

Competitions

- As a school we organise a swimming gala in Spring 2 for children in year 3 – 6 to participate in at the Queen Mother Leisure centre.
- Sports Day in Summer 2 is a chance for all year groups to compete in track and field activities.

During School Holidays

- Over term breaks, we set competitions for families to share how they are staying active over the break. This is open to all families in the school, who send in photos and will win a pass to our local YMCA.
- We share information of the Queen Mothers Swimming program and camps over breaks, which many families participate in.
- We encourage children to sign up to sports clubs & Westminster Active tournaments or events.
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8. 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.

Provide details of:

- Resources available to children in the nursery. Provide examples of equipment used to facilitate play. Provide examples of how you ensure that children in nursery have access to outdoor play on a daily basis.
- The resources available at school to promote physical activity opportunities

The zoning of the playground to encourage games and physical opportunities, Forest school visits, hall spaces, adequate equipment which has been suggested by the YMCA

to lead quality sessions, Get Set 4 PE scheme access to all staff including midday meals supervisor and the extended day lead, after school clubs, various online resources for Brain Breaks or mood movers are used by different classes.
e.g. Go Noodle

The hall is used for PE lessons (Is this true?) Yes

The school makes use of Queen Mother Sports Centre for swimming lessons, Belgrave Square for Forest School, Battersea Park for Football Club Any more? Millenium Arena for Sports Day. Hyde Park for end of year Picnics for certain year groups.

- **How resources are stored** – Resources are stored in both halls, in metal cages or in the office in the lower hall.
- **How resources can be accessed by pupils and staff** – PE coaches and teachers prepare the resources they need for their lesson and put them away afterwards. Resources for break time are stored in the corridor close to the playground which playground staff can access.
- **How you audit equipment** – Sports day audit takes place with PE coach and Head of PE.
- **How you prioritise spending on physical activity resources** – Activities are engaging and usable in small spaces are prioritised.
- **Whether you make your facilities available at different times e.g. early morning, late afternoon, evenings, and in the holidays.** During PE lessons, breaktimes, and after school or before school club, children can use the PE equipment to engage in active play.
- **How the environment and the open spaces encourage children to engage in active play.** Children love having use of the halls and playground, and are given choices of games to play during breaktimes. They enjoy have a range of options to choose from and are very active at these times.

9. 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.

Giving pupils a voice and enhancing their ownership of physical activity delivery can ensure that activities are appropriately tailored to their needs can support participation. In addition, encouraging children 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 children 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 children and young people.

Provide details of:

- **How you ensure that physical activity opportunities offered are inclusive and cater for different ability levels** – PE lessons are differentiated according to ability, and students are asked to consider how they can best challenge themselves. Children at breaktimes

can choose from a range of activities such as skipping, football, foursquare, and other PE activities which use a variety of skills.

- How you reach the least active pupils and encourage them to participate – Games are social, so children are encouraged to play socially and find this rewarding.
- How you ensure that extra curricular activities are provided for each key stage (including EYFS). What are the differences in provision? Children from all Key Stages attend before and after school.
- How you consult and involve pupils in decisions about physical activity in school Pupil parliament recently chose the new playground equipment after consulting with their classes about what they would most like.
- How you encourage pupils to take on leadership or volunteer roles that support physical activity and sport e.g. play leaders, sport leaders junior travel ambassadors N/A
- How you ensure that children and young people are actively involved in planning physical activities Children select from Guided Dance, Workouts, or 'Recess' activities during movement breaks.
- How you ensure that children and young people have the opportunity to explore a range of physical activities to help them identify those they can enjoy. Activities are on a weekly rotation in order to allow children to develop their preferences.
- How you ensure that provision is varied in order to maintain children and young people's interest and motivation The rota has at least 3 options per day so that children remain interested.

10. 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 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 of 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.

For more information on the Physical Activity Guidelines for adults please refer to:

<https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>

Provide details of:

- How you ensure that you provide staff with professional development, mentoring, training and resources to help them teach PE more effectively to all pupils and create environments that are conducive to active play Staff receive access to CPD led by the YMCA and trained PE consultants and a high quality PE scheme which enables high quality lessons for PE. Staff are encouraged to consult with Head of PE or PE coach with any questions about keeping children active or subject knowledge.
- How you ensure that staff working in the early years have access to training to support their knowledge, skills and confidence in supporting children's physical development Staff receive access to CPD and high quality lessons for PE. Staff are encouraged to consult with Head of PE or PE coach with any questions about keeping children active or subject knowledge.
- Whether you hire qualified sports coaches and how you ensure they work alongside teachers to enhance or extend current opportunities rather than covering PPA arrangements PE coaches liaise with the class teachers about lessons and receive the planning from teachers. PE coaches' feedback to the teacher after the lesson, and the teacher then debriefs with the class.
- How you encourage staff to participate in physical activity and act as positive role models
N/A

11. 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.

Provide details of any community links or partners that support the provision of physical activity opportunities e.g. School Sports Partnership, Local clubs, parents/carers, School Travel Plan Team, leisure centres, local swimming pools, after school club providers etc

Queen Mother Sports Centre, YMCA, Battersea Park Football Club.

12. Holiday Provision

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

Provide details of how you support children to be physically active outside of term times. This can include holiday provision or signposting to a range of community groups and organisations who run active provision for children and young people during the holidays. On the schools healthy school page on the website we signpost parents/children to a range of provisions across the local and wider areas.

13. Monitoring and Evaluation

- Provide details of how you will monitor and evaluate this policy to ensure that it is upheld PE Lead to observe PE lessons, to liaise with class teachers and PE coaches, to ask for feedback from playground supervisors and School Council.
- Provide details of how you will monitor physical activity levels of children in school.

PE Lead to observe PE lessons, to liaise with class teachers and PE coaches, to ask for feedback from playground supervisors and School Council. Teachers are encouraged to video lessons as a record.

- Provide details of how you will share this policy with staff, parents/carers and pupils. For the Healthy Schools London Bronze award, it is now a requirement that this policy is on the school website for all to access. It may also be shared with staff, parents/carers, pupils by other methods such as newsletters, parent's evenings, staff meetings etc. Save on resources drive, publish on website, newsletter and posted up in staff room.

14. Policy Review

Policy Implementation Date: January 2023

Next Review Date: January 2024

Signed:

Date: