

It is not intended for this policy to be copied exactly. The questions/ suggestions in the boxes and the parts in bold are there for you to discuss as a whole school community and adapt to the needs of your school (some may not be relevant). For further support with this policy please contact your local healthy schools co-ordinator.

X School
Physical Activity Policy

Policy completed: **Insert Date**

Policy review date: **Insert date**

Person with overall responsibility for all aspects of physical activity: **Insert name and position in the school**

How this Policy was developed

This policy was developed and agreed in consultation with all staff, governors, parents / carers, pupils and various external bodies. It takes full account of the national aims and priorities from the PE School Sport Club Links Strategy (PESSCL) and incorporates aims and objectives that your Sport Partnerships have agreed in Development Plans, the Physical Activity Criteria of the National Healthy Schools Programme and School Travel awareness documentation.

Prompts – you may like to include more detail about how the Policy was developed and how it will be reviewed

- How were pupils asked to help develop / review the physical activity policy
- Is it part of the PE and PSHE curriculum that pupils are asked to evaluate their physical activity education to ensure it meets their needs and that this feeds into any changes required in the policy?
- Was the school council consulted?
- If asked could pupils state what the aim physical activity education is in their school?
- How were parents/ carers asked for their input – was there an information evening? Was it posted on the schools website and comments were asked for? Was the parent governor asked to consult with a small number of parents? Was work done with both parents and pupils at the same time to develop a physical activity policy?
- What consultation happened with Governors?
- Are all staff aware of the policy- has it been discussed at a whole staff meeting?
- Have pupils and parents/carers been involved in developing the School Travel Plan and after school physical activities – what consultation took place?
- The National Healthy Schools criteria for Physical Activity and the Physical Activity non-statutory guidance are available at:
www.healthyschools.gov.uk

School Context and information on provision of physical activity within the whole school day.

This could include a description of :

- The school
- Number of pupils on roll
- SEN pupils
- Percentage of pupils taking part in structured, non-structured, informal and no activities. Organisation – mixed or single sex
- How many students are achieving the target of 2 hours high quality PE a week
- Outline what facilities there are for Physical Activity on and off site
- What extended services are on offer after school on and off the school-site
- Playground – how it is set up (zoning) what equipment and schemes are in place to ensure pupils participate in physical activity safely
- The annual budget for Physical Activity

Rationale – Why the policy is important – identify key aspects that you feel are important drivers for your policy; this could include reference to the importance of an active lifestyle.

Physical activity plays an important part in the overall education and well being of young people by helping them to lead full and active lives, through engaging in physical activity. A successful physical activity programme should help pupils to appreciate the importance of a healthy and fit body and begin to understand those factors that influence health and fitness, as well as develop their physical competence.

At **X School** we believe that physical activity, experienced in a safe, supportive and stimulating environment, is a vital and unique contributor to a pupil's physical and emotional health, development and well-being. Our programme provides opportunities for pupils to grow more confident in their ability to manage themselves and their bodies within a variety of movement situations. Through the selection of differentiated and logically developed tasks, we intend that all pupils, irrespective of their cultural, academic or physical differences, will experience success and be motivated to further develop their individual potential.

Within an enjoyable, balanced and progressive programme of activities, we want to promote self-esteem and respect for others and foster a spirit of co-operation. We will provide a balance between individual and group, co-operative and competitive activities, encourage fair play and teach our pupils how to cope with success and deal with setbacks.

This school actively supports physical activity throughout the school day, ensuring that the whole school community can access physical activity to promote the health and well-being of pupils, staff and parents/carers.

Aims and objectives of the policy –these can change to be relevant for your school after going through the consultation process

Our aims are for the children to: these can be changed to suit your school

- **Develop and maintain mobility and flexibility, stamina and strength through active participation.**
- **Develop the ability to make independent, informed decisions on the selection, linking and sequencing of actions, and the organisation and use of resources.**
- **Develop the ability to remember, repeat and adapt practical skills and improve the quality of performance.**
- **Improve observational skills and the ability to describe and make constructive judgements on their own work and others' work.**
- **Promote positive attitudes towards hygiene, health and fitness.**
- **Understand the safety aspect of physical education by showing self-discipline and awareness of others in an active situation.**
- **Develop communication skills and promote those skills necessary for effective co-operation.**
- **Promoting thinking and leadership skills.**

The main objectives of our Physical Activity Policy are: (for further guidance look on the Healthy Schools website www.healthyschools.gov.uk examples could include:

- **Ensure all pupils are participating in at least two hours of curricular physical education in which a broad and balanced programme is provided.**
- **Provision of quality physical activity opportunities both within and outside of curriculum time which:**
 - **Consider the needs and interests of all pupils**
 - **Promote positive attitudes towards participation in physical activity**
 - **Enable pupils to develop a full range of basic movement skills**
 - **Increase pupils knowledge and understanding of the importance of physical activity**
 - **Increase pupil participation in physical activity both within and outside of curriculum time**
 - **Where safe to do so increase the number of pupils walking and cycling to school**
 - **Positive Playground activities**
 - **Extended school activities**
 - **Give parents/carers the opportunity to be involved in the planning and delivery of physical activity opportunities and helps them to understand the benefits of physical activity for themselves and their children**
 - **Encourage all staff to undertake physical activity**

Identify the specific action to be taken to meet the identified objectives. For example, to achieve the Physical Activity criteria for National Healthy School Status you would expect some action under each of the following subheadings:

- **Ethos and environment – What steps are taken to ensure inclusion of all children and young people and equal access to safe and enjoyable physical activity? Have any areas of the school been modified to help stimulate Physical Activity?**
- **Curriculum - You could add in here the time allocation for PE, the curricular content for Physical Education for each Key stage and how the National Curriculum health & fitness requirements are being met, identifying cross curricular links, skills and themes in place.**
- **OSHL – how your OSHL provision complements and extends curricular provision. Out-of-hours learning programmes could provide an outline of when extended activities are offered (e.g. before school, lunchtime etc), approximately how many different opportunities are provided each term, which year groups the activities are offered, whether sessions are for girls, boys or mixed or targeted groups. Whether the focus is on teams and taking part in fixtures or participation is encouraged with all pupils and who leads the out-of-hours learning activities (e.g. teaching staff or AOTTs).**
- **Community links – eg what links you have with School Sport Co-ordinators and other local schools or organisations, how are these used to enhance Physical Activity provision?**
- **Active Travel – information on the status of your School Travel Plan; action taken to encourage children, young people, staff, parents and carers to walk or cycle to school. How is information on active travel communicated?**
- **Consultation – Who you consult with; what you consult about; how you use any feedback; whether you involve children and young people in making any changes.**
- **Involving staff and parents/carers – what type of information do you give? How are staff and parents/carers involved in planning and delivery of Physical Activity across the school? How do you encourage staff, parents and carers to be more active?**
- **Safety – the steps taken to ensure the safety of all children and young people participating in Physical Activity. References to health and safety and risk assessment**

What steps are taken to ensure inclusion of all children and young people and equal access to physical activity? Have any areas of the school been modified to help stimulate Physical Activity?

Equal Opportunities

At **X School**, we believe that all children irrespective of background, race, gender and capability are entitled to a comprehensive programme of physical activity which fulfils the statutory national curriculum requirements, takes into account their individual needs and interests and provides them with opportunities to pursue activity beyond school.

The Physical Activity opportunities offered within and outside of curriculum time provide all pupils with equal opportunities to participate and achieve in different activities and ensure that all children have access to a varied programme allowing them the opportunity to meet the national expectations as outlined in the PE national curriculum.

Differentiation and Special Needs

Providing assistance for any child experiencing difficulty may involve:

- Prompting - Highlighting visual, or strengthening auditory cues for children with sensory impairments; using clear demonstrations; questioning; giving examples.
- Modifying equipment - increasing ball size, lowering the height of gymnastic equipment; using textured balls; using a broad-faced striking implement instead of a thin stick.
- Modifying the task - reducing the levels of difficulty and complexity, reducing distance to be travelled; rolling a ball rather than throwing it; swimming using a buoyancy aid; rolling sideways rather than forwards.
- Breaking down the task – analysing and introducing the component parts of an action or sequence of actions, and gradually building up to the whole one.
- Practical support – guiding the arm through the batting action; supporting the hips in a shoulder stand; positioning the head; placing body parts relative to others.

Gifted children will need to be set tasks that motivate and challenge them. They will need to be introduced to more advanced skills, and to apply those skills in situations, which may either constrain them or allow them comparative freedom. For example, a child with excellent hand-eye co-ordination who can strike a ball consistently with a bat may be restricted to striking the ball into a designated area of the court or pitch in order challenge and develop his/her accuracy, or improve a particular stroke. An able gymnast may be given the opportunity to extend the set compositional task and incorporate elements he/she has selected.

Roles and Responsibilities

Governors

As part of their general responsibilities for management of the school, the governors have played a key role in the development of the schools physical activity policy. They will continue their involvement through regular evaluation of it.

Identified member of staff - PA co-ordinator

An identified member of staff takes overall responsibility for this policy and its implementation and for liaison with the governing body, parents, LA and appropriate outside agencies.

- To advise the Head Teacher and Governing Body on the future development of PA.
- To plan, write, implement and keep under review policy documents/guidelines which will incorporate National Curriculum requirements.
- To monitor the development of PA throughout school, with particular regard to continuity, achievement and progression.
- To observe and support in the classroom in the area of PA (as time allows).
- To be available to liaise with/advise colleagues in the field of PA within the time available. For Example: To work with School Sport Co-ordinators and other local schools.
- To plan and lead workshops where appropriate to enable staff to tackle the teaching of PA with confidence.
- To control, evaluate and requisition equipment as required.
- To promote interest and understanding in PA with all members of the School.
- To keep up to date with current developments in the field of PA in education through reading, courses, visits, etc.

Parents

Parents are encouraged to support the provision of physical activity within the school's curricular and extra curricular programme and have access to this policy. Most parents/carers know why physical activity is good for them and their children and are aware of the opportunities to learn about the benefits of physical activity. The school plays its part in ensuring that parents are kept up to date in developments regarding physical activity provision and offered opportunities to participate in training courses to support the school in planning and delivering a broad range of physical activities.

Pupils

Pupils have an entitlement to physical activity. They will be actively consulted about the physical activity provision within the school and their views will be central to developing that provision.

Staff

All staff both teaching and non-teaching should be aware of the policy and how it relates to them. Any staff involved in physical activity should have opportunities for relevant training.

Members of staff with a responsibility for a specific aspect of activity provision provide a brief statement regarding their roles(s) (this could include out-of-hours).

Adults Other Than Teachers (AOTT)

Identify AOTTs involved in physical activity provision and outline their contribution and who is responsible for quality assurance, recruitment, CRB check, qualifications and training.

Monitoring and evaluating the policy

- **How will you monitor your Physical Activity Policy – how will you know if your objectives are being met?**
- **Monitoring and evaluating the policy should help provide the evidence needed to show that you have met the National Healthy School Status Physical Activity Criteria.**
- **Advice and support on monitoring and evaluation are provided in the Monitoring and evaluation section of ‘Physical Activity Booklet B’ on the National Healthy Schools website: www.healthyschools.gov.uk**
- **Identify overall outcomes and what evidence will you need to collect? This will include appropriate record keeping for monitoring physical activity levels e.g. attendance at a football club, gender of participants, Year groups etc. to inform policy development and provision.**

This policy will be reviewed every two years by the lead Governor, Head Teacher, Pupils, Parents/carers, the governing body and relevant outside organisations.