John Perry Primary School

Physical Activity Policy

This policy covers many articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

UNCRC Article 6 – Right to life, survival and development

UNCRC Article 31- Right to rest, play and participation in recreational activities

UNCRC Article 24- Right to health

This policy supports children's right to be healthy and to take part in play, sports and physical activity that promote their overall development and well-being.

Last reviewed: May 2025

Next review due by: May 2027

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 visit our school website.

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.

In EYFS, the prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development.

Physical development involves providing 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, and to make healthy choices in relation to food.

Learning is encouraged through play.

In addition to teaching children who are capable of walking through play, where the child learns about subjects and other people through games, songs, books and role play, the children are also taught basic physical activities using commands such as walk, stop, jump, sit, stand, etc.

To reduce sedentary behaviours across the whole day we ensure that children take regular breaks from looking at a screen, stand instead of sit whenever possible and allow the opportunity for them to engage in more interactive activities.

Physical activity contributes to the development of pupil's physical literacy and provides them with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport. Below are the breakdowns of PE sessions for each year group:

- Year 1 and 2: 1 hour (outdoor) and 1 hour (indoor) when not swimming. 1 hour swimming in for a term.
- Year 3 and 4: 1 hour (outdoor) and 1 hour (indoor) when not swimming. 1 hour swimming for a term.
- Year 5 and 6: 1 hour (outdoor) and 1 hour (indoor) when not swimming. 1 hour swimming for a term.
- PE is taught by class teachers and HLLSAs.

At John Perry, children receive swimming lessons in every year group. Each year group receives swimming lessons for a term, running between 12 and 16 weeks. We follow a well-structured swimming curriculum, which are adaptable to meet the needs

of all children including physically challenged children. All children get access to swimming instruction in Key Stage 2.

In particular, pupils are taught to be able to swim competently, confidently and proficiently over a distance of at least 25 metres. They use a range of strokes effectively such as front crawl, backstroke and breast stroke to perform safe self-rescue in different water-based situations.

The scheme of work used in KS1 and KS2 is Get Set 4 PE.

We recognise the importance of physical activities contributing to wider areas of learning, Physical education is integrated into our wider curriculum across a range of subjects such as Geography, History and PSHE.

Where relevant, links are made to cross curricular themes and used as a means to develop cross curricular skills.

For example:

Numeracy: In athletics it is hoped that pupils will reinforce skills in measuring and timing. In other activities, basic numeracy skills will be developed by the understanding of scoring systems. In the dance scheme teachers have access to numeracy-based concepts which can be taught through dance.

Problem Solving: Through an open-ended approach in Real PE, OAA and team games, pupils will develop their ability to find ways of answering questions.

Literacy and Communication: Skills are developed by discussion in lessons and in problem solving, and by communicating ideas through movement. There are links to Literacy in the dance scheme of work.

Personal and Social: Pupils interacting with each other and in a group situation promotes personal and social skills. They are also promoted by cooperation, tolerance, respect of the individual and group, self-respect and self-discipline.

Preparation for Citizenship: agencies and groups outside the school and home environments.

By providing information about clubs and associations, pupils are made aware of

Computing: Use of smart board technology, iPads, videos, Science.

Our curriculum teaches children about the physical changes in the body, the positive effects of exercise on the heart and to how to eat a balanced diet.

Assessment

Using the Get Set 4 PE statements for each topic and the National Curriculum, teachers assess pupils at the end of every term.

The Get-Set-4-PE scheme already contains well planned lessons, which we follow to deliver all inclusive lessons to all children.

The PE Subject Leader is responsible for the overall monitoring of the quality of PE and physical activity provision.

We monitor PE in the curriculum through subject reviews and self-evaluation in order to provide an accurate perspective on how it is being delivered and how it can be further improved.

Physical Education is monitored and evaluated through:

- Lesson observations
- Monitoring of lesson planning
- Monitoring of equipment
- Pupils Assessment data
- Feedback from staff
- Children questionnaires
- Pupil records of participation, focusing on different groups
- Feedback from pupils/school council about PE and general physical activity
- Pupil attendance and achievement in sporting competitions
- Attendance at after school sports club

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.

At John Perry, our aim is to nurture confident, resilient children who strive to achieve their potential through a wealth of competitive experiences. We encourage a positive

attitude towards winning and an accepting approach towards losing within a wide range of sports. This way everyone can celebrate varying sports, skills and success in themselves and others in school. We provide, ‘opportunities for children to compete in a wide range of sports and other activities in order to build character and help to embed values such as fairness and respect.’

We ensure that; ‘pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others.’ As pupils move into KS2 they continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to actions and sequences of movement.’

At John Perry Primary School, we support the children in, ‘developing an understanding of how to improve physical activities and sports and learn how to evaluate and recognise their own success.’ National Curriculum 2014. We offer a range of sports and physical activities that encourage children to enjoy exercise now and throughout their whole life. This promotes high self-esteem and confidence when faced with challenges in all areas of life at school, at home and in the community. Overall, potential must be enhanced by celebrating success in

all that our children strive to do academically and physically. Healthy minds and bodies support present and future learning and wellbeing.

4.1 Before and After school

At John Perry, we have soft start activities for specific physically challenged and vulnerable children in the mornings. These selected children participate in a range of sporting activities including ball games, skipping and blocks building.

After school activities are planned to enhance curriculum PE, allowing all pupils the opportunity to broaden their experience and to take part in competitive sport. Pupils are provided with information about local clubs and exit routes through coaches and the community sports board. These clubs are delivered by both school staff and external coaches. The Sports Premium is used and planned to employ external coaches to deliver a range of activities through lessons and clubs as well as supporting staff CPD.

4.2 Break and Lunch times

At John Perry, we have zoned areas in the playground to promote different types of physical activity and relevant equipment is provided to engage pupils. Our Midday Assistants also offer different activities at lunchtimes, such as football, basketball, skipping and hula-hooping. Our outdoor area is available for pupils to play in during break and lunchtimes and this area is timetabled to allow all children the opportunity to take part in the outdoor area on a weekly basis.

4.3 In class (not including PE lessons e.g. active learning / pedagogy)

Strategies to enable safe participation in PE lessons is vital. The children are involved in all the learning; however, adaptations are also made in terms of how they take part in the practical aspects of the lesson. The children can contribute to group planning, designing and tactical discussions, but can have different tasks assigned to them during the practical elements of the lesson (e.g. individual skills practices, peer coaching, observation and feedback tasks, videoing others to analyse at a later stage, or officiating in a games context)

4.4 School trips

During school trips, there are always opportunities for children to participate in physical activities either through physical education, sport, or general physical activities during visits. The children take the opportunity to learn many leadership qualities. (e.g. team work, cooperation and understanding). These opportunities are linked to the overall school program for all children during school trips.

4.5 Competitions

At John Perry, competition occurs at the intra-school and inter-school level as well as on a less formal, social basis and is conducted at a level that is appropriate for the age and experience of the students. Coaches, teachers and any other members of the school community involved in the school physical activity program need to ensure all students participating in the sport program are aware that, although everyone likes to win, participating is equally as important. We have won a number of Medals and trophies and they are celebrated and placed in prominent positions, in order to share these achievements with the whole school community.

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 recognise the importance of Physical development in Nursery and EYFS as a key area of learning. There are two strands under Physical Development; Moving and Handling and Health and Self-care.

Moving and Handling: Children learn to develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. Health and self-care: Children learn the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

The children in the nursery access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops.

Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. Children in the nursery also work with a specialist gymnastics instructor to support their coordination.

The above skills and acquired knowledge are then built on when children enter Key Stage 1

John Perry Primary School has a school hall, which is equipped with portable and fixed apparatus for gymnastics and a music centre and a large projector to support the teaching of dance. For the teaching of games, there are two large playgrounds with multi-purpose markings and portable netball posts. Running alongside the field there is also a trim trail.

The playground houses an outside storage area where a range of additional resources can be found to make recreational times more active. There is also a similar storage area at the end of the KS1 playground area which this phase can access at play times.

An annual audit of all physical education equipment is conducted by the PE Subject Leader in order to prioritise any necessary expenditure for the year. Resources for games, dance and outdoor activities can be found in the PE cupboard and planning resources can be found in the PE Co-ordinator's room and in the PE cupboard.

Break time equipment is readily available to all children to access and play with. We aim to create an environment in which all children learn to respect and value each other and each other's interests. This is achieved by employing the following strategies: Having equal expectations of boys and girls e.g., not letting girls opt out or boys dominate during team plays or break time plays.

At John Perry, each class has their own class ball to play with during break time. Children take turns to play pat-ball or other hand ball games using their soft and light balls.

Lunchtimes compliment physical activity lessons. Many activities are available at lunchtimes and break times, music and dance are encouraged. Many resources are on offer for the children's interests to be explored via a wide array of resources. Midday Assistants and Playground Buddies support the children in physical activity at lunch and break times.

Resources are stored in both playgrounds. They can be accessed with keys.

The PE Lead, is responsible for auditing resources available for use in all PE activities. They report any broken or 'defect' equipment to the Head Teacher, and order/replace any consumables, materials or resources required for the safe delivery of the PE curriculum.

At John Perry Primary School, we prioritise spending on physical activities so that all children have an equal opportunity to become independently active. The children's needs and interests are protected regardless of gender, culture, ability, disability or aptitude. All children are given the opportunity to develop their capability in the attainment targets for P.E. Physical Education experiences reflect the school's policy on promoting equal opportunities for all children in terms of organisation, opportunities and access to resources.

We enable all pupils to have access to the full range of activities involved in learning PE. Where children are to participate in activities outside our normal school times. They range from soft opening, where children come in early before school opening hours and after school PE provision (sports fixtures/clubs).

At John Perry, Physical Education uses open spaces, which help pupils to develop personally and socially. The children work as individuals, in groups and teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, officiating and coaching. Through high quality Physical Education pupils discover their aptitudes, abilities and preferences and make informed choices about how to get involved in lifelong physical activity.

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. Therefore we aim to promote the benefits of physical activity to all of our children and encourage their enjoyment of PE through an engaging curriculum.

Teachers at John Perry Primary School use a variety of teaching styles and appreciate that children will learn in different ways during our PE lessons. Our primary aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole-class teaching, individual and group activities. Our teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children, the children can do this with their individual PE passports. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources throughout their lessons. In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

At John Perry, all children are taught the benefits of exercise, healthy eating, and how to make informed choices about their lifestyle. In PE, children are encouraged to work cooperatively across a range of activities and experiences, taking into consideration individual pace, physical abilities and different challenges that children may have. They learn to respect the views and abilities of others and choose from variety of resources to suit their needs.

In every class both KS1 and KS2, each class has a pupil representative elected by the pupils to constitute the school council. These elected representatives carry the views of pupils in their individual classes to the school council, where these views are discussed and feedback brought back to their classes.

At John Perry, we have PE subject ambassadors and playground buddies, who work closely with the pupils, encouraging them and supporting them during PE lessons and all other outdoor and indoor plays.

The children always have different variations to choose from when accessing the PE provisions given. These varied provisions motivate them, raise their aspirations and maintain their interest in physical education.

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.

At John Perry, staff are supported to implement the P.E curriculum effectively and providing then with support to master the content knowledge and content pedagogical knowledge required to teach P.E well. Support and advise is given to colleagues in the planning, delivery and assessment of P.E. The PE Lead provides the following support to staff as well:

• Inform colleagues of changes that occur regarding teaching and policy.

• Provide resources for use by staff that is accessible.

• Keep up to date with current developments through attending courses and disseminate this information to staff through INSET and informal meetings.

• Be responsible for auditing resources available for use in all PE activities.

• Report any broken or 'defect' equipment to the Head teacher.

• Order/replace any consumables, materials or resources required for the safe delivery of the PE curriculum.

• Use, share and increase awareness in the teaching of P.E.

• Monitor the quality, development and delivery of P.E throughout the school.

• Produce a scheme of work with lesson ideas to support its implementation.

• Ensure that children have the opportunity to become involved in extracurricular clubs to further develop skills and talents.

The staff working in the Early Years are adequately trained and attend training alongside other staff to boost their skills and confidence in teaching PE. We encourage the physical development of our children in EYFS.

At John Perry, we hire qualified external coaches through Premier Education, who deliver extracurricular and after school club provisions. The PE and the Curriculum Lead work collaboratively to supervise the provisions offered by Premier Education

to ensure that the children receive the most from these opportunities available to them. Termly provisions review meetings are held to assess the impact of these provisions and due recommendations are suggested to enhance the quality of provisions offered to the children.

At John Perry Primary School we use a variety of teaching and learning styles which involve a mixture of whole-class, group and individual activities, teachers model good skills and technique and also draw attention to good examples of individual performance to use as models for the other children.

8. Community partners and links

Another provision offered at John Perry relate to the out of school hours learning programme, which aim to extend and enrich the work being done during curriculum PE and to provide some pupils with opportunities to enable them to develop the skills they need to access curriculum PE. The programme reinforces the importance of keeping physically active in order to lead a healthy lifestyle.

The school offers a wide range of before school, lunch-time and after school activities. These are open to any pupil in the relevant year group.

9. Holiday Provision

Our local authority, charities and organisations within the borough run activity and sports events for children over the summer holidays. It can be everything from football workshops to dance camps, forest days, or even climbing or canoeing. Any activities that involve movement and are fun are a great way to bring in some activity without it feeling like planned exercise. Gathering details of these ahead of time and makings sure that parents are aware of when they need to book etc, can make a big difference to how likely they are to enrol the children. This way, the children would still stay active during holidays.

10. Monitoring and Evaluation

This policy will be reviewed by the PE Lead in collaboration with the Curriculum Lead to evaluate its impact, assess progress, identify flaws and modify shortcomings or provide amendments where necessary.

This policy was produced in consultation with the PSHE lead, school community, and will be reviewed as and when required.

11. Policy Review

Policy Implementation Date: May 2025

Next Review Date: May 2027

Signed:

Date: