



BELIEVE	IN A HEALTHY MIND AND BODY IN STRIVING TO BE THE BEST WE CAN BE IN RESPECTING EACH OTHER AND OURSELVES
GROW	THROUGH LEARNING IN HUMANITY AND KINDNESS THROUGH EMBRACING OUR OPPORTUNITIES
SUCCEED	IN MAKING OTHERS PROUD IN BUILDING POSITIVE RELATIONSHIPS IN BEING RESILIENT AND COURAGEOUS

Physical Activity Policy

Version 5.21

Document Control

Date	Version	Author	Notes
11/05/2021	5.21	N Woodfin	A new policy

Contents

Key contacts	Page 2
Dissemination	Page 2
Purpose of Physical Activity Policy	Page 2
Physical Activity Guidelines for Children and young people	Page 2
Curriculum Provision	Page 3
Extra-curricular provision	Page 5
Resources	Page 6
Equal Opportunities	Page 6
Student voice, leadership and volunteering	Page 7
Staff training	Page 7
Community partners and links	Page 8
Monitoring and Evaluation	Page 8



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

2. Key contacts

2.1	Physical Activity Lead:	Peter Hyett
2.2	School Sports Coordinator:	Peter Hyett

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 Student documentation

4. Purpose of Physical Activity Policy

This policy has been written to give clear guidance to staff, outside visitors, parent and carers, and students 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 and young people

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 and young people are as active as possible throughout childhood is important for current and future population health.

Physical activity guidelines for children and young people:

- 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>

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.



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.

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

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 students.

A high quality physical education curriculum inspires all students in KS3 and KS4 to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for students 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.

For more information on the National Curriculum for Physical Education in KS3 and 4 please refer to:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239086/SEC_ONDARY_national_curriculum_-_Physical_education.pdf

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

PE is taught across all Key Stages ensuring pupils can lead healthy and active lifestyles.

- Key stage 3:
 - 2 x 60 mins lessons per week. Broad range of content taught to cover National Curriculum.
- Key stage 4:
 - 2 x 60 mins lessons per week.
 - Additional 2 x 60 mins lessons per week if GCSE PE selected
- Sixth form:
 - 1 x 120 mins lesson per week (optional enrichment)
 - 15 x 60 mins lessons for BTEC extended diploma equating to 3 A Levels.
- Basketball academy (sixth form)
 - 3 x 120 mins team sessions per week
 - 3 x 60 mins individual/small group sessions per week
 - Additional matches if selected



- Football academy (sixth form)
 - 3 x 120 mins training sessions per week
 - Additional matches if selected

All PE lessons are delivered by subject specialists. The department consists of 8 members of staff.

Resourcing the Curriculum

Practical (Key Stage 3/4)

All schemes of work are written and produced by the department for a range of sports and cover a broad content as recommended in the National Curriculum. These are devised to support pupils to progress to maximum marks in GCSE practical examination/moderation should they select PE at Key Stage 4.

GCSE PE (Key Stage 4)

AQA examination board materials and scheme of learning are followed to deliver GCSE PE.

Cambridge National (Key Stage 4)

OCR examination board materials and scheme of learning are followed to deliver Cambridge National Sport Studies. The school completes mandatory units (RO51 and RO52) and optional units (RO53 and RO54)

BTEC Sport Extended Diploma (Key Stage 5)

Pearson BTEC Sport is delivered using examination board materials and scheme of learning. 14 units are taught in total over 2 years, 8 are mandatory and 6 additional units are selected by the school.

PE supports other subjects with cross curricular links allowing pupils to develop a deep and broad understanding:

Mathematics – links to data analysis through interpretation of graphs, tables and data.

Science – links to Biology (human body systems) and Physics (movement analysis)

Food Technology – links to diet and healthy lifestyle

Sociology – links through participation rates and stereotypes

Psychology – links through sports psychology such as inverted U theory and imagery.

History – links through history of sport in particular Olympic values.

RE – links through morality for example sportsmanship and gamesmanship.

Geography – links through outdoor education and orienteering.

Pupils are assessed in line with the school assessment policy.

Key Stage 3

- Formative assessments in lessons
- Summative assessments at the end of topics
- Teacher assessments reported 3 times a year



Key Stage 4

- Formative assessments in lessons
- Summative assessments at the end of topics
- Teacher assessments reported 3 times a year

GCSE

- End of year 10 exam
- Year 11 mock exam
- GCSE examination (2 theory papers – 60%/practical examination – 30%/analysis of performance – 10%)

Cambridge National

- RO51 – externally assessed examination
- RO52/RO53/RO54 – internally assessed units with external verification

Key Stage 5

BTEC Sport

- 4 externally assessed examinations
- 10 internally assessed units with external verification

Lessons are planned, monitored and evaluated to ensure high quality teaching and learning. Some of the strategies used are

- Pupil surveys
- Pupil baseline and summative assessments
- Learning walks
- Lessons observations
- Book Looks
- INSET (whole school and department training)

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 students' daily routines, schools can increase the amount of time children and young people spend being active, boosting their physical, mental wellbeing, character and resilience.

7.1 Before school

- Breakfast club offering a range of sporting activities is optional for Key Stage 3 pupils
- Targeted practical session for GCSE PE and Basketball academy pupils



7.2 Break times and Lunch Time

- Sport facilities including the Netball/Basketball courts and Astro turf are available for pupils to play structured sporting games
- The playground allows for other 'play' activities which allow pupils to be active.

7.3 After school

- The school offers an extensive afterschool sport provision. A range of sporting clubs are offered during the year in line with traditional seasons e.g., athletics in the summer.
- Registers are kept tracking and monitoring pupil engagement

7.4 School trips

- In year 8 pupils are offered the opportunity to participate in a residential trip to Trewern outdoor activity centre
- The school has an annual trip to the Cooper Box, Stratford to watch the London Lions in the BBL
- All pupils participate in an annual trip to Jim Peters athletics Stadium to participate in Sports Day

7.5 Competitions

- The school enters borough competitions in approximately 10 sports allowing pupils to challenge themselves through inter-school competition
- Intra-school competitions are arranged to promote mass participation such as Interform.

8. Resources

Access to, and integration in the school day of, open space, parks, and playgrounds are positively associated with physical activity levels. There is also evidence of greater benefits of people being active outside, such as benefits to mental and emotional wellbeing.

The school has excellent sporting facilities. The PE department is based within the leisure centre, adjacent to the school building. Outdoor sporting facilities are based in different parts of the school site. All equipment is stored in the leisure centre. The PE department and leisure centre staff monitor the equipment, and this is audited by the leisure centre manager and Head of PE. Facilities are maintained by external companies and annual reviews are arranged by the leisure centre manager and Director of Sport. Facilities are available to the school during the school day, 7:30-17:00 and hired by the leisure centre in the evenings and at weekends for community use.

9. Equal Opportunities

There is growing evidence to show that certain groups such as girls, children and young people 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 students 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 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.

Physical activity is promoted within all key stages and at extra-curricular clubs there is a focus from staff on mass participation. A timetable is produced for each ½ term with opportunities in a broad range of sports to ensure a varied and engaging provision. Registers are taken and analysed to assess pupil engagement and monitor groups e.g. pupil premium/gender. The PE department challenge gender stereotypes in sport and promote football/rugby for girls and netball for boys.

10. Student voice, leadership and volunteering

Giving students 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.

Pupils have an active role in the planning and implementation of PE within the school. Pupil voice is conducted to gain feedback so that the department can enhance pupil experiences within the subject.

At Key Stage 4 Leadership opportunities are promoted in conjunction with examination courses. This allows pupils to develop the skills and attributes to be successful young leaders.

At Key Stage 5 leaderships skills are developed through BTEC Sport and the Duke of Edinburgh Award. Pupils are offered the opportunity to gain employment within the leisure centre doing evening and weekend shifts.

11. 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 and young people 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>



Within the PE department the professional development of staff is promoted to share good practice and ensure high quality lessons for pupils. This is achieved through internal and external CPD sessions.

All staff are encouraged to be positive role models for pupils. The school support this through free gym membership at the leisure centre and staff events such as football and yoga to promote sport within the school.

12. 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 school has developed links within the community. The leisure centre is hired by the local community in the evenings and at weekends and a range of sporting clubs for children and adults are available. Sport is promoted through membership deals for users at the gym. Facilities are advertised and promoted to parents/carers to promote healthy active lifestyles.

13. Monitoring and Evaluation

The Director of Sport will review this policy annually and update and amend it to reflect any changes in the provision of sport both in school and the local community. The school will continue to take part in the School Sports Mark Award. Currently we have bronze status and maintaining and developing this will show our continued commitment to high quality provision of PE.

