



# HENRY GREEN PRIMARY

## Physical Activity Policy

### 2023-26



Approved and Agreed by the Governing Body:

Signed (Chair of Governors) \_\_\_\_\_ Date: 10.5.23 (TBC)

Review Date: May 2026

Address:

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

**Article 19**

Governments should ensure that pupils are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 24**

(health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that pupils can stay healthy. Richer countries must help poorer countries achieve this.

**Article 28**

(right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect pupils's dignity and their rights. Richer countries must help poorer countries achieve this.

**Article 31**

(leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

## **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.

## **2. Physical Activity Guidelines for Pupils**

The Physical Activity guidelines for pupils 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 pupils 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 pupils are as active as possible throughout childhood is important for current and future population health.

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

- Pupils 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.
- Pupils 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
- Pupils 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 Pupils 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 pupils 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](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.henrygreen.org.uk/pupil-premium-sports-funding/>

For nurseries attached to primary schools, there are a different set of guidelines for pupils 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 pupils and young people to take part in physical activity, especially as in term time this is where pupils and young people spend most of their day.

### **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; 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 pupils opportunities for young pupils to be active and interactive; and to develop their co-ordination, control, and movement. Pupils 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>

## **What does PE look like at Henry Green?**

### **Early Years**

EYFS pupils including Nursery have a PE lesson once a week with the PE coach, this is planned using PE Passport and our IDEAS curriculum. Pupils take part in additional planned outdoor activities and have outdoor access throughout the school day. During outdoor learning pupils have access to bikes, scooters, climbing and balancing equipment and sports equipment. Pupils with Special Educational Needs and Disabilities (SEND) have access to sensory circuits including trampolines and soft play equipment. Throughout the day movement breaks (wake up shake up, yoga etc.) are undertaken as whole class activities and physical warm ups precede writing activities. Pupils move around the setting freely and all pupils access the outdoor area daily. Fine motor physical activities are planned for daily including manipulation, use of tools, mark making.

### **Key Stage 1 and 2**

All pupils have two PE lessons a week, one with our qualified sports coach and the other with their class teacher. On the days those pupils have PE they come into school in their PE kits which saves time so they can start the lesson promptly.

The weblink shows our school's PE Yearly Plan: Physical Education | Henry Green Primary School  
Pupils in have one term of swimming in Year 3 and then another term when they are in Year 4.

Lessons are planned and assessed using our IDEAS curriculum and PE Passport. Where appropriate links are made with other subjects for example linking gym and dance to history units. However, the integrity of the learning of each subject remains the priority.

Teachers liaise with the sports coach to effectively assess the pupils. Judgements are based on individual outcomes in lessons and measured against expected standards. PE passport helps with the process. Outcomes are monitored by the subject leader and reported in twice half termly meetings to the Extended Leadership Team.

## **4. Extra-Curricular Provision**

To ensure that pupils 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 pupils spend being active, boosting their physical, mental wellbeing, character and resilience.

All pupils are encouraged to 'Walk and Talk' in the playground with parents (before school only) and staff members before school and at break and lunchtimes.

- 4.1 Before school – Breakfast club only -The pupils are given the opportunity to go outside and have free-play. The sports coach oversees football before school starts.
- 4.2 Break times – In Key Stage 2 extra running activities are provided; pupils can choose to participate in 'One Run Monday' that then builds up to 'Five Run Friday'. This helps pupils develop their stamina.
- 4.3 Lunch time – During lunch time there are a number of sports and activities available such as adult led football and Champ games, basketball, skipping, table tennis, tennis, hockey and playground games.
- 4.4 In class (not including PE lessons e.g. active learning / pedagogy) – In between learning, class teachers sometime choose to use the time for Cosmic Kids (Yoga), Just Dance and Go Noodle etc (via YouTube).

In EYFS, pupils have access to outdoor learning and physical play daily, all pupils have allocated time outside to access sports equipment, climbing, balancing, bikes, scooters and physical play. Regular movement breaks in addition include wake up shake up, yoga and dance videos.

- 4.5 After school -Each term there are a wide range of after school clubs. The majority are sporting or promote physical activity. Eg. Volleyball, football, dance, gymnastics, athletics and gardening to name just some.
- 4.6 School trips – Each term pupils visit places linked to their learning. We always try and walk as much as we can and make sure the pupils are active throughout.
- 4.7 Competitions - The school enter many competitions for boys and girls such as football, basketball, Tag rugby, Panathlon, Gymnastics, cricket, dance, hockey, Boccia, Golf and New age curling.
- 4.8 During school holidays – pupils are given information about sporting activities that are taking place around the area. The school has links with a holiday provision that provides physical activities throughout the holidays for our pupils.  
EYFS home learning (after school, weekends and holidays) includes physical activities such as dancing, yoga, sports, walks and outdoor learning.
- 4.9 STARS awards – We are applying again for the award and we have a very active sustainability team who promote walking to school.

## **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 pupils and young people. There is also evidence of greater benefits of people being active outside, such as benefits to mental and emotional wellbeing.

## **Early Years**

Nursery and reception pupils are timetabled to all have access to outdoor learning and physical play every day. Gross motor development includes bikes, scooters, ride-ons, balancing and climbing equipment, soft play, see saws, slides, sports equipment, large scale mark making (eg chalks on the floor).

The Nursery and Reception outdoor area is sheltered so it can be used in all weathers, in addition the large open spaces within the classroom are used for whole class dance, yoga and movement breaks. Pupils have access to the nature quad and open playground space to allow for further outdoor learning, play and movement.

## **Key Stage 1 and 2**

At Henry Green we have a very large playground, a smaller playground and a large field with running track. The playground has markings for games and activities. Resources are stored in two PE sheds full of different equipment, for example equipment for lacrosse, basketball, hockey, badminton, athletics, dodgeball, tag-rugby, gymnastics, cones, bibs etc. Gymnastic equipment is stored in the north hall with the gymnastic apparatus.

After effective modelling by their teacher, all of the pupils have access to PE resources and equipment through the duration of their lesson. The pupils also have access to these resources (when supervised) during Breakfast Club, Lunchtime and Sporting After School Clubs.

Resources are audited and monitored regularly. Larger PE equipment is safety checked every year by external professionals. An inventory is made of the other equipment and new items are bought when necessary.

## **6. Equal Opportunities and pupil voice**

There is growing evidence to show that certain groups such as girls, pupils 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 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.

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. The lessons have different levels of progression in each section. Pupils are scaffolding in their learning to meet the same learning objective as the class.
- In the cases of the pupils who are unable to access the learning of the lesson– often in the case of some pupils with SEND, alternative resources or objectives are planned for. This would be in consultation with the school SENDCo. All pupils have opportunities to be successful and hit goals that are specifically set for them.
- We encourage all pupils to take part in PE and sports activities and identify and attempt to remove and potential barriers to this.
- A range of extra curricular activities are provided for children across the school including Early Years. Pupils are consulted in what clubs they would like and that feeds into the menu of clubs available over the year.
- Pupils are encouraged to take on leadership or volunteer roles that support physical activity such as Mindful Mentors, Munch Bunch, Playpals – ‘Walk and Talk’ and Sports Leaders.

## **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 pupils and young people.

In addition, staff act as role models and can inspire pupils 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>

- 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.

### **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 pupils go to the local leisure centre – Becontree and we have good local links with organisations such as Barking Rugby Club, Liaise Football, Aspire Gymnastics, London Giants NFL and East London Hockey Club.

### **9. 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 pupils to remain engaged and active over this period.

The school signposts pupils to a range of activities provided by the Local Authority 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.

### **10. Monitoring and Evaluation**

We monitor the number of pupils who take part in after school clubs and anything additional to the statutory requirement. This policy will be made available of the school website.