

**POLICY FOR PHYSICAL  
ACTIVITY  
(INCLUDING PHYSICAL EDUCATION)**



*"Show me your way, Lord teach me your paths." Psalms (25.4)*

**CONTENTS**

**1. Introduction**

**2. Policy Statement**

**3. Aims**

*Physical Literacy Definition*

3.1 Physical Activity and Physical Literacy

3.2 Physical Education

**4. Promoting Key Skills through Physical Activity**

**5. The Physical Education Curriculum**

5.1 Provision

5.2 Teaching and Learning

5.3 Schemes of Work/PE Curriculum Planning

5.4 The Foundation Stage

**6. Equal Opportunities and Inclusion**

6.1 SEN and Medical Conditions

6.2 Use of Support Agencies and Specialist Experts

6.3 Differentiation

6.4 Gifted and Talented Pupils

**7. Assessment, Monitoring and Reporting**

7.1 Assessment

7.2 Monitoring and Evaluation

7.3 Reporting

**8. Health and Safety/Safe Practice**

8.1 Routines within Lessons

8.2 Activity Specific Safety Guidelines

8.3 Kit

8.4 Personal Protective Equipment

8.5 Jewellery

- 8.6 Long Hair
- 8.7 Staffing Levels for Offsite Activities including Fixtures
- 8.8 Consent for OSHL Activities and Fixtures
- 8.9 Procedure in the Case of an Accident

## **9. Organisation**

- 9.1 Facilities and Equipment
- 9.2 Lesson Structure
- 9.3 Inclement Weather/Loss of Teaching Space
- 9.4 Non-Participation
- 9.5 Rewards/Sanctions

## **10. School Staff**

- 10.1 Adults Supporting Learning Including Paid Coaches
- 10.2 Kit
- 10.3 CPD

## **11. PE and Physical Activity within the Whole School Context**

- 11.1 The Learning Environment
- 11.2 Cross-Curricular Links
- 11.3 Leadership Opportunities
- 11.4 Physical Activity for Adults
- 11.5 Active Playtimes
- 11.6 Travel Plan

## **12. Extra-Curricular Opportunities**

- 12.1 Out of School Hours Learning (OSHL)
- 12.2 Community/Club Links

# **POLICY FOR PHYSICAL ACTIVITY (INCLUDING PHYSICAL EDUCATION)**



*"Show me your way, Lord teach me your paths." Psalms (25.4)*

## **1.Overview**

Physical Education (PE) contributes to the overall education of all pupils by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables pupils to learn confidence, perseverance, resilience, team spirit, positive competitiveness and organisation. Pupils must engage in a programme of PE that encourages fitness, improves their strength and teaches them the rules of games. PE is an integral part of school practices, allowing all pupils in the school to gain a sense of achievement and develop positive attitudes towards themselves and others.

## **FUNDING**

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. This funding must be used to make additional and sustainable improvements to the quality of PE and sport we offer.

We use the premium to:

- Develop and add to the PE and sport activities that we already offer.
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.
- Run booster swimming sessions to enable all pupils to swim competently, confidently and proficiently over a distance of at least 25 metres, use a range of strokes effectively and to perform safe self-rescue in different water-based situations by the end of Year 6.

There are 5 key indicators that we should expect to see improvement across:

- The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
- The profile of PE and sport is raised across the school as a tool for whole-school improvement.
- Increased confidence, knowledge and skills of all staff in teaching PE and sport.
- Broader experience of a range of sports and activities offered to all pupils.
- Increased participation in competitive sport.

As part of the funding criteria, we are required to publish details (on our website) of how we plan to spend the monies and a review of the impact on pupils' outcomes.

## 2. Policy Statement

The school believes that physical education and associated physical activities are unique and vital contributors to a person's physical, emotional and mental health. When experienced in a safe and supportive environment they develop physical, personal, social, creative and cognitive skills and foster co-operation, tolerance and self-esteem. They provide all pupils and the wider school community, irrespective of age, gender, diversity or ability, opportunities for participation, enjoyment and success, introducing them to the pleasures of physical activity and the importance of a healthy lifestyle. They provide creative, competitive and challenging opportunities for individuals, groups and teams. High quality physical activity contributes positively towards the raising of whole school standards.

Almondsbury CE Primary School is committed to increasing the participation rates, activity and fitness levels of the whole school community through the provision of a safe, supportive environment, conducive to the promotion of physical activity.

A broad and balanced PE curriculum is provided to ensure that pupils develop fundamental skills and confidence in their ability to manage themselves and their bodies within a variety of movement situations. The curriculum includes dance, gymnastics, games, athletics, swimming, self-rescue and water safety and outdoor and adventurous activities including Forest skills. The school also provides a diverse range of extra-curricular enrichment and extension activities and clear routes to community sports clubs.

## 2. Aims

Almondsbury CE Primary School strives to offer a whole school environment that engages in, values and promotes every opportunity to develop the physical literacy of all the pupils and wider community.

### ***Physical Literacy definition***

*"Physical literacy can be described as the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life" (I LA, 2017)*

*Physical Literacy is our relationship with movement and physical activity throughout life.*

- ***Personal Relationship*** – Have a positive and meaningful association with movement and physical activity
- ***Movement and Physical Activity*** – How we move (physical), connect (social), think (cognitive), and feel (affective) during movement and physical activity plays a crucial role.
- ***Throughout Life*** – Influenced across the life course by individual, social and environmental factors

*Sport England Consensus Statement (2023)*

## 3.1 Physical Activity

- To maintain a high profile for 'being healthy' in all aspects of school life and to promote physical literacy for all.
- To establish an "active school" ethos and environment which will increase participation rates, activity levels and promote health and positive and meaningful relationship with movement and physical activity within and outside the curriculum for all members of the school community.
- To provide links to Mental Health and Healthy Schools.
- To offer a broad and balanced activity programme which is inclusive to all pupils.

### **3.2 Physical Education**

Almondsbury CE Primary School's aims for high-quality Physical Education are intended to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. To provide opportunities for pupils to become physically confident in a way which supports their health and fitness and provides opportunities to compete in sport and other activities to build character and to help to embed values such as fairness and respect.

The aims of Physical Education are:

- To enable children to explore and develop their fundamental movement skills, enhancing their ability to select, apply and perform with increasing control, co-ordination and fluency.
- To develop an understanding of the effects of exercise on the body and mental health and the health and fitness benefits of engagement in regular physical activity.
- To provide appropriate, challenging activities and opportunities to perform or compete for all pupils, across the entire ability spectrum.
- To increase participation in physical activity across the whole spectrum of curricular and extra-curricular activities.
- To develop the ability to work independently, and to communicate with and respond positively towards others.
- To promote an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.
- To promote individuality and creativity, developing pupils' capacity to express creative ideas and appreciation of aesthetic qualities of movements.
- To create a learning environment, in which learning and participation are positive experiences.
- To develop an appreciation of the conventions of fair play, honest competition, etiquette and sportsmanship.
- To create a culture in which success is celebrated, pupils take pride in personal achievement and in the success of others.
- To develop personal confidence and give children experience of leadership, of working with others and of coping with success and failure.
- To encourage the enjoyment of sport and physical activity, which establishes a foundation for life-long participation in physical activity and healthy lifestyle choices.
- To develop links with other organisations, Council departments, schools/sports colleges, community clubs to enhance and extend pupils' learning and maximise the opportunities and experiences available to them.

### **4. Promoting Key Skills Through Physical Activity**

Physical activity provides opportunities for pupils to develop the key skills of:

- Communication – through promoting verbal and non-verbal communication skills when explaining what they intend to do, giving verbal and written feedback to others, planning and organising group or team work, giving instructions and signals in a game, using gesture in dance.
- Application of number – through collecting and analysing data, measuring distances, understanding and using grid references, recording pulse rates, using stopwatches, etc.
- IT – through collecting and interpreting data to evaluate performance, using video and digital cameras to record, analyse and evaluate performance.

- Working with others – through taking on a variety of roles in groups and teams and by observing rules and conventions when competing against others.
- Improving own learning and performance – through recognising what they do well and what they need to improve, helping them to observe a good performance and to imitate it and developing the confidence to try something new.
- Problem Solving – through recognising the nature of a task, thinking of ways to solve it and changing the approach as the need arises.

## **5. The Physical Education Curriculum**

### **5.1 Provision**

Almondsbury CE Primary School provides all pupils with a minimum of 2 hours a week, high quality Physical Education and School Sport.

### **5.2 Teaching and Learning**

All staff aim to provide high quality teaching and learning using a variety of inclusive styles within lessons, to engage and develop positive and meaningful experiences for all pupils, as well as raise standards of achievement. Planned activities may be for the whole class, groups or individuals. Teachers encourage respectful pupil voice in adapting and enhancing lessons and activities, for pupils to support and challenge themselves and others. Within lessons, teachers draw pupils' attention to examples of good performance within individual and group work and encourage pupils to evaluate their own work and that of their groups'. Within lessons, teachers set progressive personal, social, creative, cognitive, physical, and health and fitness targets and draw attention to examples of good practice where pupils have shown perseverance, resilience, teamwork, problem solving and challenge.

*(See Section 6.3 – Differentiation)*

### **5.3 Scheme of Work / PE Curriculum Planning**

Almondsbury CE Primary School follows the RealPE programme throughout the school, as well as using additional resources, adaptations and opportunities to support and enhance the curriculum.

We teach dance, games and gymnastics at KS1. In KS2 we teach dance, games and gymnastics throughout the four years as well as athletics and outdoor and adventurous activities. Swimming, water safety and self-rescue are taught in Years 3 and 4 as part of the curriculum with additional booster sessions for pupils in Year 5&6 who require support to achieve the end of KS2 requirement to swim 25m.

Forest School skills are taught throughout the school encouraging a love of the outdoors & nature as well as creating a positive and meaningful relationship with healthy and active lives for all.

Curriculum planning is carried out in three phases (long, medium and short term).

The long-term planning maps out the PE activities covered in each term by each class and year group. The PE Co-Ordinator works in conjunction with teaching colleagues in each year group, to ensure correct time is allocated to each area of activity and the optimum use of expertise, resources and facilities.

Using the RealPE online platform, the medium-term plans give details of each unit of work. They define what is taught and ensure appropriate distribution of work across each term. The short-term plans list the specific objectives for each lesson and give details of how the

lessons are to be taught. Their implementation is the responsibility of the class teachers in conjunction with the subject leader.

PE activities are planned so that they build upon the prior learning of the pupils. There are opportunities to develop the skills, knowledge and understanding of all pupils, and planned progression built into the Scheme of Work, so that they are diverse, inclusive and pupils are increasingly challenged as they progress through the school.

## **5.4 The Foundation Stage**

We encourage the physical development of our pupils in the Foundation Stage as an integral part of their learning. We relate the physical development of the pupils to the objectives set out in The Early Learning Goals, which underpin the curriculum planning for pupils aged 3 to 5 years.

We encourage the pupils to develop confidence and control in the way they move and the way they handle tools and equipment including fine motor skills in supporting the development of handwriting. We give all the pupils the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

## **6. Equal Opportunities and Inclusion**

At Almondsbury CE Primary School, we teach PE to all pupils, whatever their ability. PE forms part of the school curriculum policy providing a broad and balanced curriculum to all pupils. Through high quality PE teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting appropriate learning goals and responding to each pupil's individual needs.

Please refer to the school's Equal Opportunities and Inclusion Policies.

### **6.1 SEN and Medical Conditions**

School staff working with a pupil with SEN must know:

- The nature of the pupils' learning problem, disability, emotional or behavioural needs.
- Any constraints on physical activity because of the disability or of any required medication.
- Any PE specific targets.
- Specific action in the case of an accident/incident for a particular pupil

### **6.2 Use of Support Agencies and Specialist Experts**

Almondsbury CE Primary School endeavours to make full use of support agencies, specialists and experts in order to support the teaching and learning of pupils with special educational needs and to extend the range of provision available to these pupils. All staff working with pupils with special educational needs are actively encouraged to attend any relevant courses/workshops for their own continued professional development and to meet the needs of their pupils in PE.

### **6.3 Differentiation**

To fulfil their potential in PE, every pupil needs to be engaged in tasks that are closely matched to their ability level, where they can feel successful and have a sense of

achievement and provide opportunities for them to be 'challenged'. We achieve this through a range of strategies:

- Setting common tasks that are open-ended and can have a variety of results, e.g. Creating a dance motif for a piece of music, a sequence in gymnastics or counting the number of speed bounce jumps they can complete in 20 seconds.
- Setting tasks of increasing difficulty where not all children complete all tasks e.g. distance swimming.
- Grouping children in social groups or by ability and setting different tasks for each group, e.g. different games, resources used or players in the game.
- Providing a range of challenges through the availability of different resources, e.g. different sized balls and bats/sticks.
- Providing opportunities for children to take on different roles, e.g. performer, referee, coach, scorer, timekeeper, choreographer etc.

## **6.4 Gifted and Talented Pupils**

Pupils who are identified on the school's record keeping system are monitored in accordance with the Gifted and Talented Policy.

Whenever possible, extension and leadership activities are provided in lessons and, if appropriate, pupils are encouraged to join an extra-curricular club, are signposted to join a Community Sports Club and encouraged to try out relevant development squads. The school will endeavour to support pupils by working closely with other appropriate adults (parents/carers, coaches, mentors).

## **7. Assessment, Monitoring and Reporting**

### **7.1 Assessment**

**Summative and formative assessment** in PE is carried out by class teachers:

- Pupils are encouraged to reflect and assess themselves within lessons, using the progressive colour banding (Used in the RealPE program) which measures the development of their fundamental skills. This helps them to recognise areas which need to be worked on, their achievements and identifies their next steps, giving them a sense of ownership over their own progress.
- Reception teachers complete baseline assessments of pupil's fundamental movement skills using the RealPE online assessment tool. Pupils' progress is reviewed each year, to show the pupil's attainment and progress, building on from their baseline assessment.
- Teachers also use the RealPE online assessment tool to review progress in the pupil's multi-ability skills e.g. personal, social, cognitive, creative, physical and health and fitness skills.
- These assessments are used to inform future planning, assist in reporting to the parents and passed on, to the following years class teacher.
- Assessment in Swimming is carried out by swimming teachers during the Year 3 and Year 4 group swimming sessions. Skill levels and progress are recorded and monitored by the PE coordinator throughout Key Stage 2.

### **Use of ICT**

ICT is used as an integral part of the PE curriculum to enhance and support learning and to assess and record performance, progression and achievement. All staff have access to a

range of resources such as ipads, videos, interactive whiteboards. Pupils are also encouraged to use ICT equipment to record and evaluate each other's performance.

*See section 8. Health & Safety/ Safe Practice - (afPE 'Safe Practice in Physical Education, School Sport & Physical Activity' for guidance).*

## **7.2 Monitoring and Evaluation**

The monitoring of the standards of pupils' work and of the quality of teaching and learning in PE is the responsibility of the school staff with the support of the PE coordinator. The work of the coordinator involves supporting colleagues in the teaching of PE, being informed about current developments in the subject including CPD opportunities and providing a strategic lead and direction for the subject in the school.

Every member of staff responsible for teaching physical education works alongside the PE coordinator to identify and develop their confidence and skills in teaching all aspects of the PE curriculum. Other methods used for monitoring and evaluating are pupil conferencing and lesson observations. Where possible, support is provided through CPD and sharing good practice.

The PE coordinator is responsible for monitoring termly plans throughout the school, ensuring the balance and breadth of the curriculum and the continuity and progression of the subject from Reception to Year 6.

## **7.3 Reporting**

Teachers pass on information about the pupils to their new class teacher at the end of the academic year. Teachers also report to parents in parents' meetings and in the pupil's end of year reports.

Those children with special educational needs and those who are recognised as being talented in PE are identified through the RealPE online assessment tool used by teachers in lessons for ongoing assessment of fundamental movement skills. A record is also kept of every pupil's participation in additional physical activities, during out of school clubs, competitions, festivals and events.

Swimming ability and skills are monitored and recorded throughout Key Stage 2, and reported on, at the end of Year 6, in the PE and Sports Premium Funding online reporting form.

## **8. Health and Safety/Safe Practice**

Almondsbury CE Primary School follows the South Gloucestershire safety procedures as adopted by afPE Safe Practice in Physical Education, School Sport & Physical Activity 2024. *(Available through the school's annual membership to afPE's online 'Safety in PE' guidance and community resource).*

The school is a member of the online Swim England Schools Swimming Charter where there is guidance for expectations on schools swimming provision as well as, a range of high-quality videos, resources and helpful advice to support the teaching of swimming, water safety and self-rescue.

It is the responsibility of the Senior Management Team, the Health and Safety Coordinator, in conjunction with the PE coordinator, to carry out risk assessments for all major PE events,

offsite activities, equipment etc. (Refer to afPE 'Safe Practice in Physical Education, School Sport & Physical Activity' for guidance).

## 8.1 Safety Routines Within Lessons

- Before commencing a lesson, all staff must conduct a risk assessment (a visual observation to assess any potential hazards or risks) ensuring the environment/equipment is safe to use. Whenever possible, pupils should be included in this process to develop their knowledge and understanding of safe practice in PE and Sport.
- Any defects/risks identified must be reported to the Head teacher, the office staff and the PE coordinator. Defective equipment should be removed immediately from use and clearly labelled 'Dangerous – Do not use'.
- Where the teaching space is also a dining area it is the responsibility of the catering staff to ensure that the floor is dry or, if wet, that the wet area is clearly marked.
- The safety of the children must be uppermost in the teacher's mind at all times, thus good behaviour management is essential. Staff must be familiar with the apparatus and the abilities of the pupils. All teachers, additional adults, coaches, pupils, etc must be familiar with them and follow them.
- Every PE lesson should include a warm-up activity and cool down that is tailored to the current fitness levels/needs of individuals in the group and the demands of the session.

## 8.2 Activity Specific Safety Guidelines

Different activities have varying safety requirements; (Refer to afPE 'Safe Practice in Physical Education, School Sport & Physical Activity' online for guidance.)

## 8.3 Kit

All parents are informed of the dress requirements for PE. Pupils have set days for PE and come to school dressed and equipped for lessons. If pupils fail to bring PE kit, the parents are contacted.

## 8.4 Personal Protective Equipment

Refer to the afPE 'Safe Practice in PE & School Sport' manual for sport specific guidelines. However: - FOOTBALL & HOCKEY – Shin pads must be worn in competitive situations in both football and hockey (both inter and intra). Although not compulsory, it is good practice to wear mouth guards in invasion games such as hockey.

## 8.5 Jewellery

**All** jewellery, watches and piercings must be removed for PE lessons and extracurricular activities. If, for health or religious reasons, jewellery cannot be removed (e.g. SOS Medic-Alert items) then suitable tape should cover the item. In the case of newly pierced ears, stud earrings only may be taped until the earrings can be safely removed. (Members of staff must not remove a pupil's earrings for them.) Pupils are responsible for their own jewellery/property at all times; therefore, the school recommends that pupils do not wear any jewellery to school on days when they have PE.

## 8.6 Long Hair

Any pupil whose hair is long enough to obstruct their vision must tie their hair back securely before participating in any physical activity. Anything that could fall out or cause injury (hard slides/hair bands) should not be used.

### **8.7 Staffing Levels for Off Site Activities including Fixtures**

For all off site activities including fixtures, Almondsbury C of E Primary School follows the DFE guidelines on minimum levels of supervision for most year groups.

Reception age - 1 competent adult to 4 pupils

Years 1 to 3 - 1 competent adult to 6 pupils

Years 4 to 6 - 1 competent adult to 8 children. (DFE guidelines require 1 to 15)

### **8.8 Consent for Out of School Hours Learning Activities and Fixtures**

Written consent must be obtained from parents/carers for all pupils participating in OSHL and off-site activities.

### **8.9 Procedures in the Case of an Accident**

In case of an accident or medical emergency, all staff/ASLs should follow the accident/emergency procedures as found in the school's Health & Safety Policy.

## **9. Organisation**

### **9.1 Facilities and Equipment**

It is the responsibility of all adults and pupils using the equipment to keep it tidy and in good working order.

All gymnastic apparatus and large outdoor equipment are inspected annually by approved sports safety contractors. Details of inspections, defects and repairs/replacements are kept in the school office

### **9.2 Lesson Structure**

There is a clear structure to lessons, which includes all or most of the following:

- Learning objectives explained to pupils
- Warm up activities
- Recap of work covered in previous lesson
- Teaching of new skills/materials
- Skill development (eg incorporating these skills in the game situation/gymnastic or dance sequence)
- Cool down
- Plenary referring to learning objectives

### **9.3 Inclement Weather/Loss of Teaching Space**

In the case of inclement weather, outdoor lessons are only changed/cancelled if there is a health and safety concern, eg slippery/frozen playing surface, lightning etc. On these occasions, pupils should still receive their weekly entitlement to PE. The lesson may be adapted to being delivered indoors or an alternative PE activity may be taught.

## **9.4 Non-Participation**

Any pupil who is unable to participate physically in a lesson must provide a note from their parent/carer. Where appropriate, such pupils still play an active role in the lesson through coaching and observation tasks, refereeing, timekeeping, choreography etc.

## **9.5 Rewards/Sanctions**

Children are expected to adhere to the school's Behaviour Policy during PE lessons.

**Ready** – we are always ready to learn, listen and help.

**Respectful** – we are respectful of all people and property within the school community.

**Safe** – we act and move in a way that keeps ourselves and others safe at all times.

PE is a vital part of the school curriculum encouraging good health, well-being, enjoyment and much more. Every child is entitled to 2 hours of high-quality PE per week; therefore, loss of PE sessions should not be used as a method of sanctioning individuals or a class.

## **10. School Staff**

### **10.1 Adults Support Learning and Paid Coaches**

Almondsbury CE Primary School welcomes Adults Supporting Learning (ASL) into our community to help us extend and enrich our PE and extra-curricular provision.

They may work alongside a teacher at a pre-existing activity or, if suitably qualified, introduce a new activity to the school. It is the responsibility of Senior Management to ensure that correct safeguarding procedures are in place. (Refer to South Gloucestershire Recruitment, Deployment and Safeguarding Guidance for Schools.)

### **10.2 Kit**

School Staff teaching PE must wear appropriate clothing for that activity. This includes removal of any jewellery that may present a Health and Safety risk. When teaching outside, school staff must not wear clothing (e.g. hat, gloves, sandals) which could inhibit their awareness of exactly how hot or cold it is and their ability to judge whether the pupils are getting too hot or cold.

### **10.3 CPD**

The school and PE coordinator are responsible for making all staff aware of any CPD opportunities as and when they arise. Every member of staff involved in the teaching of PE is expected to be reasonably up-to-date and fully aware of innovations in this subject. Members of staff who attend courses/training seek opportunities to disseminate the information gathered to all staff.

## **11. PE and Physical Activity within the Whole School Context**

### **11.1 The Learning Environment**

Almondsbury CE Primary School strives to create a positive culture in which pupils and adults are proud of their achievements both in and out of school and are keen to celebrate success. This is done in several ways ranging from asking a pupil to demonstrate/perform their work for others, to certificates/ medals being awarded in assembly. Photos and results are displayed on the PE display boards and in the school newsletters. Adults are encouraged

to celebrate their awards and achievements as well as children. The school promotes and rewards good personal development and sporting behaviour such as teamwork, effort, respect and fair play as well as winning.

Almondsbury CE Primary School also incorporates the use of occupational therapy activities and resources, exercise breaks and mindfulness activities to promote both physical literacy and mental well-being within the school curriculum to support pupils to access their learning.

## **11.2 Cross-Curricular Links**

Wherever possible teachers strive to link topics covered in PE with other subjects in the curriculum.

## **11.3 Leadership Opportunities**

Pupils are given appropriate opportunities to take on leadership roles, e.g.:

- Active council members
- Leadership of intra school competition and school sports day
- Playground leaders
- PE lesson age-appropriate opportunities for developing leadership skills.
- Leaders of all or part of the warm-up/cool down for a lesson
- Buddies/role models to KS1 pupils in school events.

## **11.4 Physical Activity for Adults**

All adults in the school community are encouraged to take part in physical activity. Parents are made aware of family/adult opportunities through the school newsletter, website and noticeboards.

## **11.5 Active Playtimes**

As a Platinum level OPAL school, the school recognises the importance of active playtimes. Lunchtimes and playtimes offer a vast range of activities to engage and encourage all pupils to be active, creative, inquisitive, collaborative, adventurous and much more. The school offers all pupils the use of the Playpod, scooters, adventure playground, large sandpit, climbing wall, mud kitchen, swings, dressing up, small world activities, as well as 'pop up' and seasonal additional challenges and activities engaging the whole school community. Pupils are also able to participate in a range of inclusive games and sports throughout the year, with targeted opportunities for girls only or age specific sessions where appropriate. In addition, Year 6 pupils play with their Reception 'buddies' and Year 5 pupils are trained as Playground Leaders to run playground games and activities with the younger pupils, to engage and support them in active play.

Play Leaders run the OPAL playground and with the support of a PE coach, work together to support the pupils in accessing all the opportunities on offer including the organised activities and leadership opportunities.

## **11.6 Travel Plan**

The school actively encourages walking to school and has drawn up its own Travel Plan. This can be found in the school office system.

## **12. Extra-Curricular Opportunities**

## **12.1 Out of School Hours Learning (OSHL)**

Every day and throughout the year the school provides a Breakfast Club, Extra Curricular Opportunities to extend and enrich physical activity before and after school, as well as after school wraparound provision.

These opportunities include the offer of a range of active and sports clubs and/or coaching sessions based at the school or festivals/tournaments/matches in the local area.

The Health and Play curriculum team monitor participation through the record keeping system. Where a need is identified, the school endeavour to provide possible opportunities to engage those children not participating.

## **12.2 Community/Club Links**

The school endeavours to forge links with high quality clubs, enabling pupils to develop their sport further.

**Revised January 2026**