

Physical Activity Policy

Introduction: Phoenix Primary School is in the process of obtaining the Healthy Schools Bronze Award and physical activity is one of the Healthy Schools requirements. Phoenix Primary School is committed to promoting the health and well being of its pupils and staff through physical activity. This policy outlines the organisation, teaching and management of physical activity at the school.

Aim: To ensure that all aspects of physical activity in school are promoted for the health and well being of pupils, staff and visitors.

Objectives:

- To enable pupils and staff to understand the importance of physical activity through the provision of information and development of appropriate skills and attitudes
- To provide and promote opportunities for staff and pupils to be physically active throughout and beyond the school day
- To increase physical activity levels of pupils in line with national targets

Rationale: Staff and governors at Phoenix Primary School are aware of concerns about the rate of childhood obesity and decreasing levels of activity in children. We are aware of research which indicates that increased opportunities for physical activity in school can improve pupils' health, self-esteem, confidence, ability to interact with each other and likelihood of developing a lifelong commitment to physical activity. Furthermore, we believe that there is a positive correlation between increased physical activity and good behaviour choices, achievement and academic attainment.

Teaching staff strive to maximize opportunities for children, young people and all associated with the school to be physically active by promoting all avenues for activity. This includes the curriculum, environment and wider community.

Proactive staff: Healthy Schools is a regular staff meeting agenda item for teachers and teaching assistants. Our staff aspire to be positive role models for our children, taking part in physical activity when possible. Teachers endeavour to plan active lessons. FS2 children enjoy regular welly walks and they make good use of their outdoor area; all children have wellies and outdoor clothing in school and a canopy provides shelter. Teaching staff are aware of the importance of physical activity during lessons and, when children have been required to remain still for some time, build brain breaks in to lessons. Teachers, teaching assistants and midday supervisory assistants (MDSAs) often play games with children at playtimes and demonstrate physical activity during PE and other lessons. Some staff lead extra-curricular activities, joining in when appropriate, and manage school teams in competitions. Teaching staff actively support activity days and the residential visit. Our Young Leaders are trained and managed by teaching assistants.

Resources: The school is split onto two sites and resources are centrally stored in both of these. 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. A termly-reviewed timetable ensures that all classes have two 1-hour designated slots for teaching of Physical Education.

The outdoor environment includes living walls and large planters for the growing of vegetables and herbs.

Curriculum provision: Pupils are taught about the importance of physical activity within science units covering 'Animals, including humans', PSHE lessons (the focus for the first half term is 'Healthy Minds and Healthy Bodies') and assemblies.

The P.E. Curriculum is taught by class teachers following the Moving Matters Scheme of Work. Teacher and in particular NQTs are supported with their CPD termly by member of the Moving Matters organization.

Children have the following allocated weekly P.E. time, with time slots timetabled so that each class experiences a range of activities both indoor and outdoor.

KS1 and KS2 – 2x 1 hour sessions weekly.

In addition, Year 6 receives additional daily exercise activities for half an hour in order to further promote physical and emotional wellbeing.

EYFS children have access to a range of daily/ weekly activities to support their physical development.

Break times: The playgrounds are 'zoned' to provide designated areas for active play, running and ball games. Morning and lunch time break times are staggered to decrease over-crowding and facilitate active playtimes. Playground markings are well-used. Teaching Assistants and Playground Supervisors are trained to promote active break times and they encourage children to join in with games, giving them ideas as required. P.E. equipment such as skipping ropes is available during break times to provide structured physical activities. In addition to funding from the school budget, supermarket vouchers are collected and used to provide small equipment for use at break times. Trained Peer Mediators are on duty to assist with minor disputes at break times.

Weekly activities are incorporated to support physical exercise. For example, Circus Skills activities are provided by a trained instructor to further promote health and well being.

Extra-curricular activities: A wide range of activities and extra-curricular clubs are available for all ages and abilities. These clubs offer opportunities for competitive and non-competitive activities.

All pupils are encouraged to take part in a range of clubs; information gathered through pupil voice and via the School Council is used in making decisions about the clubs we put on offer. Registers of clubs are kept to identify those who do not take part in (extra) regular exercise. Identified children are invited to specially arranged sessions. The range of clubs offered includes; gymnastics, football, multi-skills and

dance. After school clubs are run by a combination of external organisations, school staff and volunteers; all are properly trained and vetted.

Sports Day: All pupils take part in an annual Sports Day and families are invited to watch.

Playground Area: The school's playground includes areas for growing fruit and vegetables. A rota is in place to make sure that every class has a chance to visit and look after this valuable resource. A selected group of children are actively involved in planting, weeding, watering and harvesting crops throughout the year and produce is sold at the local Borough Market.

School travel: Phoenix Primary School promotes safe and healthy journeys to school through working closely with the local authority. This includes providing free bike training (Bikeability) and taking part in the 'Beat The Street' initiative.

Inclusion: All physical activity opportunities offered at Phoenix Primary School are designed to be inclusive, and cater for different ability levels. All pupils are valued and provision is made for pupils with special educational needs and disabilities. Pupils with physical disabilities are supported within school and outside agencies are involved as appropriate. Intervention programmes such as Gross Motor Skills.

All pupils are taught the importance of respect for others and they learn about disabilities through assemblies and PSHE sessions.

Parents: Families are informed about Healthy Schools work through school newsletters, the school website and during meetings. Letters are sent home with details of extra-curricular activities. Some extra-curricular activities must be paid for; Pupil Premium funds may be used to support families of children entitled to free school meals. Parents are encouraged to support their children's physical activity by providing warm and waterproof clothing in winter weather and sun hats and sun cream in summer; this allows children to play outside all year round. The vast majority of pupils have suitable PE kit and spare kit is provided if necessary.

Parents are invited to watch school teams playing football, netball, tag-rugby and kwik cricket and to come to our annual Sports Days. Pupils and parents are encouraged to support 'Walk to School' and other Southwark healthy living initiatives, such as 'Beat The Street'.

Monitoring and evaluation: The Healthy Schools Coordinator works with the PE subject leader to monitor and evaluate physical activity in the school. Strategies used include classroom / lesson observations, analysis of data, review of events, pupil voice, staff interviews.