



Whole School Physical Activity Policy

School name: Swanlea School

Date policy was approved: December 2023

Review date: December 2026

Job title of person(s) responsible for overseeing this policy: Deputy Headteacher

Job title of person(s) writing this policy: Deputy Headteacher

Aims	<p>The main aims of our school Physical Activity policy are:</p> <ol style="list-style-type: none">1. To support the Government's recommendations by providing as much physical activity as possible within the school day. Physical activity (PA) will be promoted through the weekly 100-minute Physical Education lessons, extra-curricular PA clubs, Sports Day, inter-school fixtures and competitions and active travel to school2. To develop staff confidence in teaching PA3. To promote the importance of a healthy lifestyle to all pupils4. To encourage sport across the school through healthy competition5. To provide a consistently high-quality level of PA6. To promote PA in all areas of school life, not just with a focus on PE7. To provide safe and stimulating areas where students, staff (boxing sessions, Gym use and fitness classes) and other members of the school community can be active.8. To make a range of facilities available for use at lunch times and encourage students to be active in extra-curricular activities at these times.9. To continue to develop leadership, volunteering and accreditation opportunities, e.g. through the Duke of Edinburgh programme.
Context	<p><i>"In children and young people, regular physical activity is associated with improved learning and attainment, better mental health and cardiovascular fitness, also contributing to healthy weight status."</i></p> <p>(UK Chief Medical Officers' Physical Activity Guidelines, September 2019, Pg.7 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832868/uk-chief-medical-officers-physical-activity-guidelines.pdf)</p> <p>Children and Young People (5 to 18 years)</p> <ul style="list-style-type: none">• Children and young people should engage in moderate to vigorous intensity 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 and intensities of physical activity across the week to develop movement skills, muscular fitness, and bone strength.

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	<ul style="list-style-type: none"> 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. <p>(UK Chief Medical Officers' Physical Activity Guidelines, September 2019, Pg.9 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832868/uk-chief-medical-officers-physical-activity-guidelines.pdf)</p>
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CURRICULUM, PROVISION and CONTENT

Physical Health and Mental Wellbeing (Statutory)	<p>By the end of secondary school pupils should know:</p> <p>Physical health and fitness</p> <ul style="list-style-type: none"> the positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. the characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. about the science relating to blood, organ and stem cell donation. <p>Relationships Education, Relationships and Sex Education (RSE) and Health Education https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education)</p>
Physical Education (PE) (Statutory)	<p>Key stage 3</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use a range of tactics and strategies to overcome opponents in direct competition through team and individual games, for example badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis develop their technique and improve their performance in other competitive sports, for example, athletics and gymnastics perform dances using advanced dance techniques in a range of dance styles and forms take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best take part in competitive sports and activities outside school through community links or sports clubs <p>Key stage 4</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> use and develop a variety of tactics and strategies to overcome opponents in team and individual games, for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis

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	<ul style="list-style-type: none"> • develop their technique and improve their performance in other competitive sports, for example, athletics and gymnastics or other physical activities, for example, dance • take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group • evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best • continue to take part regularly in competitive sports and activities outside school through community links or sports clubs <p>(Statutory guidance, National curriculum in England: physical education programmes of study. Published 11 September 2013 - https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study/national-curriculum-in-england-physical-education-programmes-of-study)</p>
Teaching and learning	<p>We use a variety of teaching and learning styles in PE lessons.</p> <ul style="list-style-type: none"> • Qualified teaching staff deliver a broad and balanced PE curriculum and other adult visitors (coaches) and trainee teachers also help to provide additional staffing where required. • Our principal aim is to increase children's fitness and develop knowledge, skills and understanding of transferable skills in PA. This is achieved through a mixture of whole class teaching and individual or group activities. • Good practice is also modelled with the use of ICT (video clips and photos), allowing children to develop ownership of their own physical development. • Schemes of work in Key Stage 3 and 4 together with opportunities in Key Stage 4 for GCSE PE. BTEC Level 1 and Level 2 Tech award in Sport which incorporate a theoretical and vocational approach to the importance of physical activity in health. • All KS5 students take part in 100 minutes of PE a week. • The school works closely with the Sport and Physical activity department of Tower Hamlets Council. Swanlea has been actively involved in this since its conception. This has given pupils the opportunity to develop leadership skills and accreditation in lesson time. In addition, this provision gives the school access to experienced high-level coaches to extend the more able students. • Should students be temporarily unable to participate physically, arrangements are in place to help develop theoretical understanding of physical education.
Resources	<p>There are a wide range of resources to support the teaching of PE across the school.</p> <ul style="list-style-type: none"> • Examples of these include: • Sports facilities include modern accommodation (Sports Hall, Gymnasium, Fitness suite, hard court areas, a dance studio, two-a-side astro pitch and MUGAs).
Physical activity	Literacy

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across the curriculum	<p>PA contributes to the teaching of literacy in our school by encouraging children to describe what they have done, using specific vocabulary and to discuss how they might improve their performance. Talk for learning and opportunities to assess speaking and listening skills are used when teaching PA.</p> <p>Mathematics</p> <p>PA contributes to the teaching of mathematics by encouraging children to measure and record what they do accurately. Teachers should encourage the discussion of Maths within PA when it is suitable.</p> <p>Science</p> <p>Physical activity and health related topics are also taught in the Science curriculum, such as pulse rates, the human body, impact of exercise, etc</p> <p>In MFL, the curriculum has a focus on healthy lifestyles, sports, mental health, etc whilst in Computer Science, students may use data to record movements, etc</p> <p>Personal, Social and Health Education (PSHE) and Citizenship as taught in the Personal Development (PD) Curriculum</p> <p>PA contributes to the teaching of PD and citizenship. Children learn about the benefits of exercise and healthy eating, and how to make informed choices about these things. They also gain experience in working as part of a team or being a team leader. PA can also play an important part in promoting a child's self-esteem through positive reinforcement, praise, empathy, competency and teamwork.</p> <p>The school aims to make lessons physically active where possible to ensure they are as fun and engaging and to promote an active learning approach.</p> <p>Primary Links</p> <p>Swanlea School has strong links with the East 1 primary schools' hub, offering a wide range of activities to Year 5 and 6 students.</p>
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MONITORING, EVALUATION and ASSESSMENT

Assessing PE	<p>In line with our Assessment for Learning Policy, we plan the PE activities so that they build upon the prior learning of the children. Whilst there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area; there is also progression planned in each lesson, so that the children are increasingly challenged as they move up through the school.</p>
Subject monitoring	<p>The coordination and planning of the PA curriculum is the responsibility of the subject leader, who also:</p> <ul style="list-style-type: none"> • Supports colleagues in their teaching, by keeping informed about current developments in PA and provides a strategic lead and direction for this subject

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	<ul style="list-style-type: none"> • Assists with planning and team teaching to provide CPD opportunities for teachers, including using performance management to identify CPD needs • Examples of recent continuing professional development include whole staff INSET, externally led courses and conferences, faculty meetings, team teaching/observation etc. • Helps to identify opportunities for cross-curricular links • Presents an annual summary report to the Head teacher in which the strengths and weaknesses in PA are evaluated and areas for further improvement indicated • Produces an action plan that is submitted at the start of each school year to identify how any weaknesses will be addressed and strengths continued to benefit the school as a whole • As a holder of the gold Equalities Award, Swanlea School is formally recognised as offering high quality continuing professional development to its staff, both teaching staff and staff in a supportive or other role. • Reviews and updates this policy as necessary, and at least every three years
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OTHER PROVISION

Extra provision	<p>We provide a range of PA-related activities for children at the end of the school day.</p> <ul style="list-style-type: none"> • These encourage children to develop their skills in a range of activity areas. • The school sends details of the current club activities to parents and carers at the beginning of each term. • A range of physical activity is offered during and after the school day. Students are encouraged to be active before school and lunchtimes (e.g. inter-form sports). • The school also aims to play regular fixtures against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and cooperation amongst our children. • Our commitment to whole school physical activity extends to all staff members and support staff within the school and all members of the wider school community. • Weekly, timetabled physical activities are offered to all Swanlea School staff after school. This includes access to the onsite multi-gym and organised sports activities. • The school has installed new playground equipment including Table Tennis tables and Foosball tables, in addition to marked areas for students to play football. • The on-site facilities are also available to staff, all students and members of the wider community after school and at weekends. There is also some adult community use after the school day. • Through development of the School Sports Partnership there are established links with local Primary Schools and involvement of the wider community in providing on-site coaching to students. • The school also supports and encourages Active Travel to school.
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	<ul style="list-style-type: none"> Swanlea School holds coffee morning for parents to discuss the PE curriculum and make them aware of both the benefits of physical activity for mental and physical health, but also expectations of students to participate.
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EQUAL OPPORTUNITIES and INCLUSION

Equal opportunities	<p>We teach PA to all children, whatever their ability or individual needs. PA forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our PA teaching, we provide learning opportunities that enable all pupils to make good progress. We strive to meet the needs of those pupils with special educational needs, those with disabilities, the more able and those learning English as an additional language.</p>
Special Educational Needs (SEND)	<p>If progress falls significantly outside the expected attainment markers in the national curriculum (NC), the child may have special educational needs. Our assessment process looks at a range of factors (equipment, teaching style, differentiation) so that we can tailor the lessons to meet the special education needs.</p> <p>Assessment against the NC allows us to consider each child's attainment and progress to ensure that our teaching is matched to the child's needs. Necessary intervention will be put in place to make sure all children can perform the basic Fundamental Movement Skills (FMS). The PA teacher will deliver this intervention and monitor progress made.</p> <p>PA can contribute to a child's targets as set out in their Education Health and Care Plan (EHCP). For example, this occurs where an individual target is related to physical development or social interaction. Teachers will have regard to such targets when setting tasks for PA lessons.</p> <p>For those pupils who have already been identified as SEND or as having an Educational Health and Care Plan (EHCP), the school will ensure all pupils are able to access PA lessons in line with the Equality Act and disability rights, this will incorporate adapted and modified equipment, a range of differentiated teaching styles, differentiation of activities and outcomes and working closely with staff.</p> <p>A differentiation acronym that can benefit lesson planning is to use 'STEP' – Space, Task (or outcome) or Time, Equipment and People (to offer support, or to increase difficulty e.g. 1 vs 1 compared to 2 vs 1 in football). The school will work closely with SENCOs, Classroom Assistants, the child's parents and the child to personalise their learning within PE.</p>
Risk Assessment	<p>We enable all pupils to have access to the full range of activities involved in learning PA.</p> <p>Where children are to participate in activities outside our school (e.g. a sports event at another school), we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.</p>

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HEALTH and SAFETY

Lessons	We ensure that all general health and safety requirements apply in PA lessons and all sporting activities. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PA into the agreed clothing for each activity area. The head teacher, governing body and PA leader expects all staff to set a good example by wearing appropriate clothing when teaching PA.
Clothing	<p>Students come in wearing their PE kit on the days when they have PE. They change into PE trainers in the changing room.</p> <p>The PE kit requirements are set out by the governors and in the home school contract that all parents sign.</p> <p>The PE kit consists of: a polo shirt, shorts / tracksuit bottoms / leggings, a change of shoes or appropriate footwear (trainers / plimsolls) and a long sleeve t-shirt / jumper if weather is cold. Football strips will not be accepted as a PE kit and the jumpers must not have a hood or any zips.</p>
Jewellery	<p>No potentially dangerous jewellery is to be worn for any physical activity by staff or by children.</p> <p>As health and safety is very important when taking part in physical activities, watches, jewellery or mobile phones are removed and stored away in students' bags.</p>