

# Physical Activity Policy



May 2026

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

## **UN Convention on the Rights of the Child – Key Articles**

Article 15 – Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 27 – Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.

Article 29 – Education must develop every child's personality, talents and abilities to the full.

Article 31 – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

## Graffon Primary School

### 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. 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.

### 2. Physical Activity Guidelines for Children

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 all children are as active as possible throughout childhood is important for current and future population health.

In 2023, the Government updated the 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. 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 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: PE and Sport Premium spending reports

For nurseries attached to primary schools, there are a different set of guidelines for children under the age of five. Physical Activity Guidelines for under 5s

### 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; at present, 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 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.

Non-statutory DfE guidance Enhancing physical education provision and improving access to sport and physical activity in school recommends that schools timetable at least 2 hours of curriculum PE per week.

For nurseries attached to primary schools, physical development is one of the three prime areas of learning and development in the EYFS statutory framework. Physical development involves giving young children opportunities to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity.

how PE is taught, including:

- Nursery children

Physical activities in the nursery are planned on the outdoor provision plan, through observations, planning is adjusted and targeted. Assessment is through birth to five matters and development matters.

- Children who cannot yet walk are supported with additional supervision, and all furniture is low to support independence.
- Bikes, scooters, trampoline, a hill, basketball and football nets, hoops, climbing frames and wooden construction areas support and promote physical activity.
- Timestables are carefully planned to promote active play and outdoor physical learning. Carpet sessions are reduced to 15 -20 mins.
- School age children
  - All pupils from Year 1 to Year 6 receive a minimum of two hours of PE each week, including swimming lessons where applicable. A wide range of lunch time and after-school clubs extends opportunities for participation.
  - All pupils, including those with SEND, participate in PE. Lessons are adapted where necessary to ensure accessibility for all. The PE coordinator works with class teachers and the SENCO to ensure full inclusion and equal opportunity.
  - PE lessons are taught by class teachers and by a qualified sports coach.
  - Swimming lessons are taken by all children in Year 5 (including children with SEND needs that attend our Ark).
  - We follow Complete PE scheme, ensuring full coverage of National Curriculum requirements and progression across all year groups.
  - Cross circular links include PSHE - healthy eating, teamwork and collaboration, bikeability
  - We use Complete PE assessment tools to track progress and inform planning. Lessons are observed by the PE coordinator and SLT to ensure consistency and quality. The subject is monitored as outlined in the school development plan.
  - The PE subject leader monitors planning, teaching, and assessment to ensure continuity and progression. Regular observations and feedback support professional development. The PE leader facilitates links with local clubs and outside agencies to enhance pupil experience.

#### **4. Enrichment Activities**

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.

##### **4.1 After school**

We offer a range of sporting clubs to enrich our physical activity opportunities -including, multisports, cricket, football, gymnastics, irish dancing, ballet. These clubs are lead by our sports coach and other qualified coaches. Pupil premium children are offered two free clubs per academic year.

#### 4.2 Break and Lunch times

A range of sporting activities are on offer at lunchtime through our OPAL provision. These include scooters, adult lead games such as football and basketball, outdoor puzzles and the use of climbing frames. A range of other resources are available to support imaginative play, such as tyres, pallets, and a sand pit.

#### 4.3 In class

In class, physical activity is promoted in our PSHE lessons and through the use of tenery and classroom games.

#### 4.4 School trips

School trips can further strengthen pupils physical activity -trips such as Stubbers Activity Centre and Thriftwood encourage orienteering, water based activities and climbing and other outdoor pursuits.

#### 4.5 Competitions

A range of sporting competitions and events take place across the school year. These include charity sporting days such as UNICEF soccer aid and our sports' days. Competitions include mini-tennis, quadkids, football and indoor athletics strengthen pupils' physical activity and extend their understanding of teamwork and collaboration.

#### 4.6 Active Travel including TFL Travel for Life

As a TFL Gold Stars school, we promote and champion active travel. We take part in the walk to school initiative, bikeability workshops and our Rights Ambassadors promote active travel through assemblies.

### 5. Resources

Access to, and integration in the school day of, open space, local 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 children and young people. There is also evidence of greater benefits of people being active outside, such as benefits to mental and emotional wellbeing.

- The Nursery outdoor provision plan ensures all children have access to outdoor physical play each day.
- The resources available at school to promote physical activity opportunities are school hall, apparatus and equipment, dance facilities, playground, playground markings, Astroturf, table tennis tables, access to local swimming pools and sports pitches (Becontree, Robert Clack, Jo Richardson, and Eastbrook),
- We maintain well-equipped PE stores, portable and fixed apparatus, and regularly inspected equipment.
- Equipment is audited on a regular basis by our sports coach & PE co-ordinator.
- Spending is prioritised in line with our Complete PE scheme of work.
- School facilities are available after school through our club offering.
- OPAL encourages and promotes child led play and adults take a step back in order to facilitate this.

## 6. Equal Opportunities and pupil voice

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

- All pupils, including those with SEND, participate in PE. Lessons are adapted where necessary to ensure accessibility for all. The PE coordinator works with class teachers and the SENCO to ensure full inclusion and equal opportunity.
- As a Gold Rights Respecting school, we strongly believe that we must give all children the right to access equal opportunities when it comes to play, and opportunities to explore their own interests.
- How you reach the least active pupils and encourage them to participate
- School Council and OPAL ambassadors provide children with an opportunity to make positive changes to active play. OPAL ambassadors suggested a girls only football day and a football competition between class groups.
- Our OPAL ambassadors encourage children to take a leadership role on the playground. Our Y5/6 Rights Ambassadors promote Active Travel and our Walk to School programme.
- Indoor lunchtime clubs vary per day. Outdoor arts & crafts (colouring, cross-stitch, painting) activities vary and are child led.

## 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 children and young people.

In addition, staff act as role models and can inspire children to participate in sport and enjoy it. [The UK Physical Activity guidelines for adults.](#)

- Complete PE scheme of work provides detailed lesson plans, videos to model skills, games and activities as well as assessment opportunities.
- Outside support agencies have advised how to EYFS provision to ensure it promotes outdoor activities.
- Qualified sports coaches team teach with ECTs and less experienced teachers to support PD.
- Opportunities have been provided for staff to participate in weekly yoga and Zumba lessons.

## 8. Community partners and links

The school works with local schools and lbbd partnerships including the Active Travel Team, Becontree swimming pool and Catleaps gymnastics.

## **9. Holiday Provision**

The school supports the local HAF programme and shares details with parents/carers via our school website, weekly bulletins and half termly newsletters. A new sporting company Omega Sports are due to commence HAF at Grafton during the Summer holidays.

## **10. Monitoring and Evaluation**

The PE subject leader monitors planning, teaching, and assessment to ensure continuity and progression. Regular observations and feedback support professional development. The PE leader facilitates links with local clubs and outside agencies to enhance pupil experience. Pupil and parent feedback regarding school clubs and trips.

This policy links to PE Policy

OPAL Play Policy

## **11. Policy Review**

Policy Implementation Date:

Next Review Date:

Signed:

Date: