**Introduction**

Physical activity is one of the four core themes of the Healthy Schools Programme and relates to both the school curriculum and the emotional and physical learning environment in school.

As part of the Healthy School London Programme, there are 10 Physical Activity Criteria. One of the criteria is**: *3.2 Has a whole-school Physical Activity Policy – developed through wide consultation , implemented, monitored and evaluated for impact***

Minimum evidence required to meet criteria checklist:

* A Physical Activity Policy is in place
* Clear monitoring procedures are in place to review and amend the policy
* Children, young people, staff, parents/carers and governors were/are actively involved in the development and review of the policy and can describe their involvement
* The policy supports the curriculum for PE and the wider programme for Physical Activity and school sport

A Physical Activity Policy should outline:

* the school community’s shared vision of the value and role of all Physical Activity within and beyond the school
* the school’s ethos and commitment towards Physical Activity
* the school’s aims, objectives and action relating to all Physical Activity provisions across the whole school
* how the school aims to develop a consistent and coherent whole-school approach to the promotion of Physical Activity.

Recommended resources include:

* Healthy Schools London: National resources to help achieve the 10 Physical Activity criteria [here](https://www.london.gov.uk/what-we-do/health/healthy-schools-london/awards/sites/default/files/PA%20Criteria%20Map.pdf)
* Healthy Schools London: Physical activity [booklet A](https://www.london.gov.uk/what-we-do/health/healthy-schools-london/awards/sites/default/files/Physical%20Activity%20-%20Booklet%20A.pdf) which include a ‘Writing a Physical Activity policy’
* Healthy Schools London : Physical activity [booklet B](https://www.london.gov.uk/what-we-do/health/healthy-schools-london/awards/sites/default/files/Physical%20Activity%20-%20Booklet%20B.pdf) which include a ‘Monitoring and Evaluation’ pg 44

This template has been developed by the Public Health team in December 2022 to support schools in Richmond and Wandsworth applying for the Healthy Schools London award.

For more information please contact Public Health Officer and Healthy Schools Lead Zdenka Buchan ([zdenka.buchan@richmondandwandsworth.gov.uk](mailto:zdenka.buchan@richmondandwandsworth.gov.uk))

**Physical Activity Policy Template**

*Text in italic gives description or suggested points to include and should be removed once addressed*

Text in **green** needs to be adapted for your school and has some examples

**SCHOOL NAME**

Date policy was approved: **XXXX**

# 1 Background information

## 1.1 School Information

Type of School Infant/Junior/ Primary /Special etc.

Member of Healthy Schools Scheme since

Average No. on roll

No. of classes in year

Ethnic Breakdown

Gender

## 1.2 Key contacts for this policy

*Include person responsible for implementing and monitoring the policy (ie. Head of PE, PE Co-ordinator, Primary Link teacher etc)*

SLT Lead

## 1.3 How this policy relates to other school policies and strategies

*This will vary from School to school*

Eg. School Development Plan or School Travel plan

# 2 Resource provision and facilities to support Physical Activity Policy

## 2.1 Budget

*Optional to include annual budget for Physical Activity (include any grants etc)*

## 2.2 Facilities

*Include all facilities available for Physical Activity on and off site (including spaces that are used for annual events and highlight facilities that may be available outside of term time). Consider all elements to the school that encourage or promote activity*

Access to, and integration in the school day of, open space, forests, parks, and playgrounds are positively associated with physical activity levels.

Access to lose 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.

Resources available for students might include: School sports field, school hall, Games areas, dance hall, local sports clubs, markings on field / play area, apparatus and equipment for PE, active break times or active breaks within lessons, equipment for physically active learning, interactive games on the floor, climbing equipment, PE lesson equipment etc..

Consider providing details of:

* How resources are stored
* How resources can be accessed by pupils and staff
* How you audit equipment
* How you prioritise spending on physical activity resources
* Whether you make your facilities available at different times e.g. early morning, late afternoon, evenings, and in the holidays.
* How the environment and the open spaces encourage children to engage in active play.
* To prevent a drop in physical activity levels across the school holidays, there are a range of ways in which schools can support children to remain engaged and active over this period. Provide details of how you support children to be physically active outside of term times. This can include holiday provision or signposting to a range of community groups and organisations who run active provision for children and young people during the holidays.

# 3 Staff co-ordination and development

*.*

## 3.1 Staff

*Include staff involved with the policy, their levels and responsibility relating to this policy and physical activity in the school*

Physical Activity Coordinator:

School Sports Coordinator:

School Travel Plan Coordinator:

## 3.2 Staff development and support

*Include how all those involved with Physical Activity provision are co-ordinated, supported and monitored and highlight development opportunities (ie. Training around physical activity)*

# 4 Rationale and purpose of Physical Activity Policy

## 4.1 Rationale

*Identify key aspects that you feel are important drivers for your policy and your school, this can include reference to an active lifestyle and can use local data.*

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

*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.*

Eg. This policy has been written to give clear guidance to staff, outside visitors, parents/ carers, and pupils about the provision of physical activity opportunities

## 4.1 Chief Medical Officers’ guidelines

*See next page*

Graphical user interface, application

Description automatically generated

**UK Chief Medical Officers’ Physical Activity Guidelines**

**School Sport and Activity Acton Plan, 2019**

In 2019, the Government published a 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 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>
* 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: Provide a link to your PE and Sport Premium spending reports

The Physical Activity guidelines for children and young people are relevant to those aged from 5 to 18 years.

Physical activity guidelines for children and young people:

* Children 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.
* Children 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
* 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

**The 60 minutes can be accumulated across the day ie. 2 x 30 minutes, 4 x 15 minutes, 6 x 10 minutes, 30 x 2 minutes etc..**

For more information on the UK Physical Activity Guidelines for Children and Young People can be found [here.](https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report)

## 4.3 Equal Opportunities

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.

Offering a variety of physical activity opportunities for children 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 children and young people.

Provide details of:

* How you ensure that physical activity opportunities offered are inclusive and cater for different ability levels
* How you reach the least active pupils and encourage them to participate
* How you ensure that extra curricular activities are provided for each key stage. What are the differences in provision?
* How you ensure that children and young people have the opportunity to explore a range of physical activities to help them identify those they can enjoy.
* How you ensure that provision is varied in order to maintain children and young people’s interest and motivation

# 5 Aim(s)

*A key aim of this whole-school Physical Activity Policy is to develop and promote a range of physical activities for the whole school community throughout the school day and beyond which are underpinned by a supportive ethos and environment.*

*Ideally there is one overarching aim, at most one or two*

Include any aim(s) specific to your school reflecting the overall ambition for the school and reflecting the school’s ethos eg. We aim for all children to complete X minutes of physical activity every day

# 6 Objective(s)

*This section outlines how the school intends to achieve the above aims. Identify 3-5 key aspects of objectives you intend to focus on to support and achieve your aims.*

Eg.

1) We will implement the [Daily Mile](https://thedailymile.co.uk/) or [Fit for Life](https://www.thedailymilefitforlife.com/) (11+) within the school by (insert timeframe) to ensure all children and staff have access to an additional 15 minutes of physical activity within the school day.

2) We will implement physically active learning within classrooms across X% of our sedentary lessons and support teaching staff with training and resources to achieve this by (insert timeframe) resources: [here](https://moveandlearn.co.uk/) and [here](https://tagtiv8.com/)

3) We will diversify our PE offer and ensure all options are socially and culturally acceptable to children and families in the school, encouraging those who are the least active to have options for participation

# 7 How the objectives will be delivered

*Identify specific action to be taken to meet the above objectives. For the Physical activity criteria for Healthy School Status consider the following headings:*

## 7.1Ethos and Environment

*What steps are taken to ensure that physical and social environments promote and enable sae and enjoyable physical activity? What step are taken to ensure inclusion of all children and young people have equal access to physical activity? Have any areas of the school been modified to stimulate physical activity?*

Use examples from around the school and can build upon information from 2.2 Facilities section

## 7.2 Curriculum Provision (Formal curriculum)

*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.

More information on the National Curriculum for Physical Education in KS1 and 2 can be found [here.](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 120 minutes of structured physical activity for each pupil across the school week which can be inside or outside the school curriculum*.*

Provide details of how PE is taught in your school including:

* How you ensure that each pupil receives 90 minutes of PE each week.
* Provide a breakdown for each year group or Key Stage and curricular content for each Key stafe
* Who teaches PE
* How you ensure each pupil receives swimming instruction

Include

* Details of cross-curricular links, skills and themes –consider how lessons are as physically active as possible to reduce sedentary time
* Details of how pupils are assessed
* Details of how lessons planned, monitored and evaluated

## 7.3 Extra-Curricular Provision (Out-of-School-Hours Learning)

*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.*

By making physical activity an integral part of pupils’ daily routines, schools can increase the amount of time children spend being active, boosting their physical, mental wellbeing, character and resilience.

Provide details of the physical activity opportunities that you provide and how they complement and extend curricular provision:

* + Before school
  + During break / lunch time
  + In class (not including PE lessons)
  + After school
  + School trips
  + Competitions
  + During school holidays
  + Active Travel including STARS awards (covered in detail in section 7.5
  + Any opportunity or provision of physical activity for parents and staff

Consider with whom these are run and how you make sure staff, children and families are aware of the offers available

## 7.4 Community Links

*There are a wide range of partner organisations and support available in the local community to support the provision of physical activity.*

Eg. Consider what links you have with School Sports Co-ordinators and other local schools.Provide detail of organisations you have links with and how these are used to enhance physical activity provision e.g. School Sports Partnership, Local clubs, parents/carers, School Travel Plan Team, leisure centres, local swimming pools, after school club providers etc

## 7.5 Activity Travel

*Information here can be provided on the status of the School Travel Plan*

Eg. What action has been taken to encourage children, young people, staff, and parents/carers to walk or cycle to school; how information on active travel is communicated to the school community. STARS awards should be included here.

## 7.6 Consultation

*Provide details of who you consult with, what you consult about, how any feedback is used and whether you involve children and young people in making changes (should include whole school community: children, young people, all staff, parents/carers and governors)*

Eg. This policy was written in consultation with staff, pupils, parents and governors….

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 children and young people to act as role models can have an aspirational impact and encourage younger age groups to follow a similar path.

Provide details of:

* How you consult and involve pupils in decisions about physical activity in school
* How you encourage pupils to take on leadership or volunteer roles that support physical activity and sport e.g. play leaders, sport leaders junior travel ambassadors
* How you ensure that children and young people are actively involved in planning physical activities

## 7.7 Involving staff and parents/carers

*Include how staff and parents/carers are informed about Physical Activity and what type of information you give, how staff and parents/carers are involved in planning and delivery of Physical Activity across the school; the steps taken to encourage staff and parents/carers to be more active.*

*Eg.* Staff physical activity offer or staff training and development

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 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 or 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 see [here](https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report)

Provide details of:

* How you ensure that you provide staff with professional development, mentoring, training and resources to help them teach PE more effectively to all pupils and create environments that are conducive to active play
* Whether you hire qualified sports coaches and how you ensure they work alongside teachers to enhance or extend current opportunities rather than covering PPA arrangements
* How you encourage staff to participate in physical activity and act as positive role models
* Any opportunity for parents to get active throughout the year

## 7.8 Safety

*Outline steps taken to ensure safety of all children and young people participating in Physical activity*

# 8. Key development targets

You top 5 realistic Physical Activity development targets – use your audit to identify priorities.

Eg. These could reflect:

* Aspects of the Healthy School Status Physical Activity Criteria not currently being achieved
* Areas where stated objectives are not being well delivered
* Areas where consultations have identified gaps in provision
* Areas you feel will enhance and strengthen your provision

# 9. Monitoring and Evaluation

*Consider how you will monitor the Physical Activity Policy to ensure objectives are being met. The monitoring and evaluation of the policy should help provide the evidence needed to show you are able to meet the Healthy School Status Physical Activity Criteria. It is now a requirement that this policy is on the school website for all to access.*

Eg. Provide details of :

* How you will monitor and evaluate this policy to ensure that it is upheld and objectives are being met?
* How you will share this policy with staff, parents/carers and pupils. For the Healthy Schools London Bronze award, as well as on the website It may also be shared with staff, parents/carers, pupils by other methods such as newsletters, parent’s evenings, staff meetings etc.
* Key information from this policy may be incorporated into the following documents where appropriate:
* School Handbook / Prospectus
* Staff Handbook / Induction materials
* Governor Handbook / Induction materials
* Pupil documentation

# 10. Policy Review

Policy Implementation Date:

Next Review Date: ideally reviewed annually, but at a minimum every two years.

Signed:

Date: