



Thameside Primary School: Physical Activity Policy

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Policy reviewed by:	Ciara Finn
Key Changes:	Information about coaches removed Information about the progression and PE curriculum map added Information about 'movement breaks' updated Enrichment section updated to focus on one-off days lead by external coaches/companies Added about new adventure playground to active lunchtimes Monitoring & evaluation section added



Thameside Primary School is a Rights Respecting School and therefore school policies will respect the UN Convention on the rights of the child. The policy for Physical Activity links to

Article 29: Education should develop each child's personality and talents to the full. It should encourage children respect others human rights and their own and other cultures.

Article 31: Children have the right to relax and play, and to join in a wide range of activities

Aims

The curriculum and extra curricula activities aim to provide opportunities for all pupils to achieve.

Thameside Primary School is committed to promoting physically active lifestyles for all pupils. We aim to provide a range of opportunities throughout the school day, including curriculum PE, active play, movement breaks, active travel and extra-curricular activities, to support pupils in achieving the recommended levels of daily physical activity.

Aims of Physical Activity

- To develop pupils' confidence and competence when performing a range of skills
- To improve gross and fine motor skills
- To promote physical skilfulness
- To promote physical development
- To promote a knowledge of the body in action
- To provide opportunities to be creative
- To develop teamwork skills
- To develop leadership skills
- To develop skills of negotiation
- To promote a positive attitude towards active and healthy lifestyles
- To be able to make choices about how to get involved in lifelong physical activity

Introduction

This policy covers all aspects of physical activity offered in school, both through the curriculum and extra-curricular activities. It should be read in conjunction with our annual Sports Premium report:

<https://www.thamesideprimary.co.uk/page/?title=Sport+Premium&pid=189>

High quality physical education contributes to a range of outcomes for young people. Not only does it support physical development, movement skills and body confidence, but it also contributes to their physical, mental and emotional health and well-being. PE is a powerful vehicle for developing wider skills, qualities and aspirations through participation as participants, leaders and organisers. It is evidenced that a positive relationship exists between physical activity and enhanced cognitive skills. Primary age pupils who, from participating in as little as 10 minutes of additional organised physical activity a day, gain the most benefit in terms of enhanced cognitive function, improved classroom behaviour and consequently enhanced academic performance*. In order to maximise the impact on a child's attainment and overall achievement, physical activity needs to be deliberate and an explicit part of a child's education journey. Without planned intervention, only 10% of children will transfer gains made through PE into measurable school achievement outcomes.

Taken from: LEICESTERSHIRE AND RUTLAND SPORT, *PE and School Sport – 'A Guide for Governors'* Leicestershire and Rutland, No date, 8/3/20, <http://learningsouthleicestershiressp.org.uk/media/2015/02/lrs-pe-school-sport-a-guide-for-governors.pdf>

*Stead R, and Neville M (2010), *The Impact of Physical Education and Sport on Education Outcomes: A Review of Literature*. Institute of Youth Sport, Loughborough University.



PE at Thameside

The school recognises its responsibility to safeguard and promote the welfare of all pupils. All physical activity sessions, PE lessons, educational visits, enrichment activities and extra-curricular clubs will be delivered in accordance with the school's safeguarding procedures and relevant health and safety guidance.

Each class in Year 2 to Year 6 receives the equivalent of two PE lessons per week, including indoor and outdoor PE across the academic year. Whilst every effort is made to provide a consistent timetable, there may be occasions when PE lessons are arranged flexibly due to assemblies, special events, educational visits or other school activities. As a result, some classes may have three PE lessons in one week and one lesson in another. The overall allocation of PE time remains between 1.5 and 2 hours per week on average across the term. Please see PE planning for further details.

In EYFS, each class has one timetabled indoor PE session per week. In addition to this, there are other activities available that promote physical activity within their Continuous Provision.

In Year 1, pupils have one timetabled PE session each week (either indoor or outdoor, depending on the sport). Additional planned opportunities for physical activity are provided through Continuous Provision and movement throughout the school day.

Through our PE curriculum map, we ensure that there is progression within the sports taught, aiming for a depth of knowledge across a range of sports. In EYFS and KS1, the focus during PE lessons is on the development of their foundational movement skills; in KS2, we look at applying these skills to different sports. Children will revisit sports across their time in KS2 to ensure progression and allow for greater exploration of the skills and potential application to games/matches. Please find our PE curriculum map here: [PE - Thameside Primary School](#)

Year 4 and 5 children attend swimming lessons during the year for two terms; Year 5 and 6 children have catch up sessions in the final two terms if they have not yet met the National Curriculum expectations for swimming and water safety.

PE Kit

In order to develop independence, all children will get changed for PE in school, not at home, and so should have both an indoor and outdoor PE kit in school. We recommend that they bring in their PE kit to school on a Monday and take it home on a Friday. This way, they will always have their kit in school – for PE and any physical activities within/after school - even if timetables change unexpectedly.

Children in Foundation Stage will start to get changed for PE at school in the spring term. This supports the development of their fine motor skills, as well as independence.

Movement Breaks

Classes have movement breaks included in their daily timetable. These are 10-minute slots of movement that aim to support children's physical activity as well as their mental health and regulation throughout the day. This could take the form of moving around the Daily Mile track on the playground, a Just Dance/Go Danny video or 'Stormbreak'. 'Stormbreak' is a mentally healthy movement programme that consists of videos that give children a movement break whilst teaching them skills to improve their mental health.

Research undertaken by Swansea University, in association with HAPPEN WALES, has concluded that The Daily Mile can increase children's fitness (9%) and has a positive impact on children's attitudes towards physical activity. In addition, children reported increased feelings of happiness and demonstrated improvements in group work and social interactions with peers.

Taken from: Swansea University and HAPPEN Wales (2020) as cited in (THE DAILY MILE, *Research The Daily Mile* (online), UK, 2020, 8.3.20, <https://thedailymile.co.uk/research/>)



Enrichment

Throughout the year, the PE lead organises for external companies and coaches to deliver physical activity sessions at school. This enables children to be exposed to a wider range of sports, such as rowing, handball and fencing, that we would ordinarily not be able to provide. We endeavour to ensure that all children across the school have the opportunity to participate in at least one of these sessions each year.

Outdoor activities

Foundation Stage – Reception

The Foundation Stage Curriculum is designed so that children can choose to learn both inside and out. Children are able to choose where they would like to learn and there is also timetabled PE in the hall each week.

Physical development is a prime area of the Early Years Foundation Stage Curriculum and aims to improve children's fine and gross motor skills.

Active play at lunchtimes

At lunchtimes, our playground is organised into zones so that all children have somewhere that appeals to their interests. In one zone, children are allowed to use balls to play basketball, Four Square or a variety of other games that they have created. Another zone is the Scrapstore. The children are able to select which equipment they would like to use and then use this in imaginative ways, promoting creative play and therefore movement. Staff are trained to help support activities such as building, creating obstacle courses and role play.

Football is offered to children at lunchtimes on the field and this is run by Sport Rules. This is run on a rota to ensure that any children who would like to participate, have the opportunity to.

Each class has access to our Adventure Playground once a week and this has a variety of activities/equipment to promote physical activity, including: a climbing wall, a trampoline and a balance course.

Residential trip to Rhos-y-Gwaliau

All Year 6 children will be invited to take part in a residential trip to North Wales in the Spring term. This trip includes many physical activities including mountain and rock climbing, gorge walking and canoeing.

This trip is subsidised by the school through grants offered by Berkshire Outdoor Education Trust and through the school's own funding. Pupils in receipt of Pupil Premium will not be charged the full amount for this trip in Year 6. Please refer to the *Charging and Remissions Policy*.

Extra-curricular sports

Thameside Primary has a good range of extra-curricular sports activities on offer to children, throughout the year. These are run by a variety of different professionals. These clubs can include sports such as football, netball, multi-skills, hockey, gymnastics, and cricket. Clubs offered are reviewed each term. Most clubs available are run with a cost to parents; however, we offer free morning clubs, run by school staff. These cover a range of interests, including some that involve physical activity (e.g. weekly running club).

We aim to organise as many extra-curricular PE events as possible throughout the year. These include having companies and clubs come in and sporting events at other venues.

Parental Involvement

Where appropriate, parents will be asked to support physical activities. They will be encouraged to attend competitive matches and other sporting events including an annual sports day.

Cycling to school



The school actively encourages sustainable and active travel, including walking, cycling and scooting to school where this is safe and practical.

Cycle and scooter stands are provided so that children are able to cycle or scooter to school. Helmets must be worn by children cycling to school and parents will be informed if children are not wearing the appropriate headwear.

There is also a cycle rack for staff bicycles.

Health and Safety

When working with tools, materials and equipment, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- a about hazards, risks and risk control.
- b to recognise hazards, assess consequent risks and take steps to control the risks to themselves and others.
- c to use information to assess the immediate and cumulative risks.
- d to manage their environment to ensure the health and safety of themselves and others.
- e to explain the steps they take to control risks.

(ref. National Curriculum p40)

Apparatus assembled by children must be checked before use and put away at the end of PE lessons. Pupils must wear suitable clothing and footwear, long hair should be tied back, and watches and jewellery including necklaces, bracelets and earrings should be removed.

Special consideration must be given to pupils who have religious or cultural restraints on removing certain items for PE and physical activity. Teachers must also be aware of pupils with SEND, disabilities and medical conditions, ensuring that appropriate adaptations and reasonable adjustments are made to enable participation wherever possible.

Equal Opportunities: Inclusion

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.

The school is committed to providing an inclusive PE curriculum which enables all pupils to participate, achieve and make progress regardless of their starting points, SEND, disability, ethnicity, religion, gender or socio-economic background.

Teachers should take account of their duties under equal opportunities legislation. A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. The SEND Code of Practice (2015) includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEND Code of Practice (2015) outlines what needs to be done for them. With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers must plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

Schools are able to provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils such as speech and language therapy and mobility training.

Please refer to the National Curriculum Document 2014 para 4.



Providing Equality of Opportunity

Teaching approaches that provide equality of opportunity include:

- ensuring that all resources and materials actively challenge racial stereotyping
- ensuring that all children, irrespective of race, have equal access to the curriculum
- ensuring equal access to participation and achievement for all pupils regardless of sex, gender, ethnicity, religion, disability or additional need
- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in physical education and activity
- avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment, particularly in physical education and activity
- taking account of pupils' specific religious or cultural beliefs relating to the repreSENDtation of ideas or experiences or to the use of particular types of equipment
- enabling the fullest possible participation of pupils with disabilities or particular medical needs in all subjects, offering positive role models and making provision, where necessary, to facilitate access to activities with appropriate support, aids or adaptations.

Monitoring and Evaluation

The implementation and impact of this policy will be monitored by the PE Lead and Senior Leadership Team through:

- monitoring of PE provision and curriculum coverage
- participation in extra-curricular activities and competitions
- pupil voice
- assessment and progress information
- swimming and water safety outcomes
- evaluation of Sports Premium spending

The governing body will receive information regarding the impact of Sports Premium funding through the annual Sports Premium report.

C Finn, September 2026