Hallfield Primary School

Growing, Learning, Achieving Together

Physical Activity Policy

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Approved by:	Executive Head	**Date:** May 2026
Next review due by:	May 2027	

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 Sports Premium Funding | Hallfield Primary School

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.

Approach to Physical Development in Nursery

In Nursery, physical development is planned and reviewed regularly through observation and reflective practice. Children are provided with a wide range of opportunities that promote gross and fine motor skills, whether they are not yet walking or are confident movers. Activities include floor-based exploration, sensory play and supported movement for non-walkers, while walkers access climbing equipment, wheeled toys, group games and outdoor apparatus. Staff prioritise active play throughout the day and minimise sedentary behaviour by ensuring frequent movement, continuous access to indoor and outdoor areas and child-led activities that involve lifting, carrying, building and exploring.

In Reception, children build on these foundations through a progressive PE curriculum that develops agility, balance, coordination and strength. They learn to move with increased control and fluency through running, jumping, climbing, navigating obstacle courses and participating in simple games. Fine motor skills are refined through purposeful use of tools, accurate letter formation and controlled cutting. Children gain confidence using small and large apparatus and continue to develop stamina, awareness of their bodies and the precision needed for successful physical activity.

School-Age Children

In school, all classes take part in 120 minutes of PE each week, taught by class teachers and supported by external sports coaches, with staff training overseen by the PE Lead. Our PE curriculum is structured around the PE HUB scheme of work, ensuring clear progression and high-quality skill development. Children in Years 3 and 4 also attend swimming lessons, enabling them to develop essential water safety and swimming skills as part of the curriculum.

PE lessons are planned to include strong cross-curricular links, with activities designed to keep pupils as physically active as possible while supporting wider learning. Assessment is ongoing and based on observation, skill development and engagement. Lessons are planned, monitored and evaluated by class teachers alongside the PE Lead to ensure consistent standards, effective teaching and continuous improvement across the school.

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.

Early Years Foundation Stage (EYFS)

Children in Early Years access daily physical activity through continuous provision, outdoor play and planned sessions that focus on fundamental movement skills. Opportunities include climbing, balancing, running, jumping, crawling, riding scooters and trikes, using large construction materials and exploring obstacle courses. Fine motor activities such as mark-making, threading, using small tools and cutting

strengthen hand control. PE sessions introduce early concepts of body awareness, spatial awareness, coordination and safe movement, forming the foundation for structured PE learning in KS1.

Key Stage 1

In KS1, children take part in structured PE lessons following the PE HUB curriculum, which includes dance, gymnastics, games and athletics. Activities are designed to develop core physical skills such as throwing, catching, kicking, skipping, striking, balancing and travelling in different ways. Children engage in small-sided team games, practise basic tactics and take part in active challenges during playtimes and outdoor learning. Movement breaks and active learning approaches throughout the day ensure pupils remain physically active and build confidence in a wide range of sporting activities.

Key Stage 2

In KS2, pupils experience a wider range of sports and more advanced physical challenges. Opportunities include invasion games, net and wall games, striking and fielding, athletics, dance, gymnastics, outdoor and adventurous activities and swimming (Years 3 and 4). Pupils refine control, accuracy, stamina and tactical awareness and take part in both inter-school and intra-school competitions. Opportunities for leadership, such as serving as equipment monitors or sports leaders, support teamwork, responsibility and collaboration. Additional clubs and playground sport zones further promote daily physical participation.

Supporting All Children, Including Those with Additional Needs

We ensure that all children, including those with additional needs, can participate fully and successfully in PE by providing a highly inclusive and adaptable approach. Activities are differentiated so every child can engage at an appropriate level, with adjustments made to equipment, environment and teaching methods. This may include using larger or lighter balls, reducing distances, simplifying instructions, modelling movements step-by-step or offering alternative ways to complete a task. Our aim is to ensure that all pupils experience success, enjoyment and a sense of belonging in physical activity.

Wider Physical Activity Opportunities Across the School

We offer a wide range of after-school sports clubs to encourage participation, enjoyment and skill development. Structured sports activities are also provided during break and lunchtime, including football, indoor cricket, tennis and other playground games. In class, pupils benefit from active learning approaches that integrate movement into lessons beyond PE alone.

A variety of school trips incorporate sporting elements and promote healthy lifestyles. Pupils also take part in numerous sports competitions organised by Westminster, alongside inter-school and in-house competitions run by our own school, helping to foster teamwork, resilience and pride in representing the school community.

Hallfield supports Transport for London's **Travel for Life** initiative, a school engagement programme that encourages safer, healthier and more sustainable travel choices. The programme supports pupils, families and staff to walk, cycle, scoot or use public transport more often, helping to reduce car use around the school. We use the Travel for Life platform to access resources, log any travel-related issues

or concerns, and review or set targets each year. Existing targets from last year continue to meet the requirements, with the option to add new targets where appropriate.

5. Resources

Access to, and integration in the school day of, open space, forests, 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.

Equipment Used to Facilitate Play in the Nursery

A wide range of age-appropriate equipment is provided to support physical development and active play in the nursery. These resources are used to support the development of gross motor skills, coordination, balance and spatial awareness through both adult-led and child-initiated play. Children in the nursery have daily access to outdoor play, weather permitting. Outdoor sessions are planned as an integral part of the daily routine and children are encouraged to engage in energetic play, exploration and movement throughout the day. Appropriate clothing is encouraged to ensure outdoor provision can take place in a range of weather conditions.

Resources to Promote Physical Activity

Hallfield Primary School provides a wide range of facilities and resources to promote regular physical activity for all pupils. The school has three halls, all of which are equipped with both fixed and portable apparatus to support the teaching of PE, including gymnastics, indoor games and physical development. In addition, the school has access to three outdoor spaces that are easily accessible to pupils and are used regularly for physical activity, including structured PE lessons, active playtimes and extracurricular opportunities. These facilities support the effective delivery of the PE curriculum and encourage pupils to engage in physical activity throughout the school day.

PE and physical activity equipment is stored safely and securely in designated storage areas and is clearly labelled and organised to ensure ease of access for staff. Nursery equipment is stored at child-accessible height where appropriate to promote independence and encourage children to select and use resources confidently. Larger or specialist equipment is accessed and set up by staff to ensure safety. Pupils are taught how to use equipment correctly and are expected to return it safely and responsibly after use.

Physical activity equipment is audited regularly to ensure it remains safe, appropriate and fit for purpose. This includes annual equipment audits carried out by the PE lead or a designated member of staff, alongside regular visual checks before use. Any damaged or unsafe equipment is removed from use or repaired promptly and records are kept to monitor the condition of equipment and identify replacement needs.

The school environment and open spaces are designed to encourage active play and physical engagement. Clearly defined play areas promote movement and exploration, while playground markings support games and physical challenges. Open spaces allow pupils to run, jump and take part in team

games, and equipment and resources are made inviting and accessible. Staff actively encourage children to use these spaces and model positive attitudes towards physical activity, supporting the development of healthy, active lifestyles from an early age.

6. Equal Opportunities and pupil voice

Hallfield ensures that physical activity opportunities are inclusive and accessible to pupils of all abilities by offering a range of activities that are appropriately differentiated and adapted to meet individual needs. Staff actively identify and support the least active pupils by providing targeted encouragement, inclusive clubs and opportunities that build confidence and enjoyment. Pupils are consulted and involved in decisions about physical activity through pupil voice activities such as surveys and discussions, ensuring their interests help shape provision. Opportunities are provided for pupils to take on leadership and volunteer roles, such as sports captains, enabling them to support and promote physical activity and sport across the school. A varied programme of activities is offered throughout the year to maintain pupils' interest and motivation and to encourage lifelong engagement in physical activity.

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.

Hallfield is committed to supporting staff to deliver high-quality PE and physical activity by providing access to ongoing professional development, mentoring, training and high-quality resources. Staff are supported through CPD opportunities led by the PE lead, external training providers and local networks, ensuring they have the knowledge and confidence to teach PE effectively and create environments that encourage active play. Staff working in the early years are given access to specific training focused on physical development, enabling them to support children's gross and fine motor skills appropriately and confidently. Staff are encouraged to participate in physical activity through involvement in clubs, events and whole-school initiatives, and are supported to act as positive role models by promoting active lifestyles and demonstrating enthusiasm for physical activity and sport.

8. Community partners and links

The school works in partnership with a range of community links to enhance the provision of physical activity opportunities for pupils. This includes working with Lords Cricket coaches, who support the delivery of high-quality cricket sessions and help to develop pupils' skills and enthusiasm for the sport. The school also works with Girls Allowed, a youth-led, sports-inspired project that empowers girls and young women by creating safe and inclusive spaces to explore interests, build confidence and develop leadership skills. In addition, the school engages with Sport Inspired, an organisation that exists so that

every child, regardless of background or ability, can develop the confidence and courage to follow their dreams. These partnerships enrich the school's physical activity provision, promote inclusion and encourage wider participation in sport and active lifestyles beyond the school setting.

9. Holiday Provision

The school supports children to remain physically active outside of term times by signposting families to a range of community groups, clubs and organisations that offer sporting and physical activity opportunities. Information about local activities is shared with parents and carers through newsletters, school communications and noticeboards, helping families to access suitable provision during weekends and holiday periods. This approach encourages children to continue being active beyond the school setting and supports the development of healthy, active lifestyles all year round.

10. Monitoring and Evaluation

Hallfield will monitor and evaluate this policy through a combination of regular review, observation and consultation to ensure it is implemented consistently. The PE lead will conduct termly audits of facilities, equipment and resources, as well as review the delivery of the PE curriculum and extracurricular activities. Staff feedback will be gathered to assess the effectiveness of professional development, resources and support provided. Pupil voice will be used to understand engagement, enjoyment and participation in physical activity. Participation data from clubs, events and community links will also be analysed to identify trends, gaps and areas for improvement. The findings from these evaluations will inform updates to the policy, planning, and allocation of resources to ensure continuous improvement in the provision of physical activity and PE across the school.