



PHYSICAL ACTIVITY AND EDUCATION POLICY

Thames View
Junior School

Author: Sandy Sanghera
Reviewed by: Gurpreet Uppal
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1. INTRODUCTION & AIMS

Schools have the flexibility to decide how physical education, sport and physical activity will be provided whilst following the measures in their system of controls.

Sports whose national governing bodies have developed guidance under the principles of the government's guidance on team sport and been approved by the government are permitted. Schools must only provide team sports on the list available at [return to recreational team sport framework](#).

Pupils should be kept in consistent groups, sports equipment thoroughly cleaned between each use by different individual groups.

Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise. External facilities can also be used in line with government guidance for the use of, and travel to and from, those facilities.

'A high-quality physical education curriculum inspires all pupils 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.'

National Curriculum.

Thames View Junior School recognises the vital contribution of physical education (PE) to a child's physical, cognitive, social and emotional development, as well as the role it can play in relation to a child's spiritual, moral and cultural development. PE is an integral part of the curriculum to be enjoyed by all children. It is a real opportunity for both teachers and children to consolidate and work on the school's core values that underpin every aspect of our school life.

Regular physical activity can improve quality of life, improve health, promote social inclusion, raise individual self-esteem and confidence and counter anti-social behaviour.

Schools play a key role in promoting active lifestyles to young people through developing their attitudes, knowledge, confidence and competence to help encourage a lifelong commitment to Physical Activity.

Aims:

- To increase the Physical Activity levels and wellbeing of the whole school community by developing a supportive environment conducive to the promotion of Physical Activity.
- To develop an understanding of the importance of regular Physical Activity amongst the whole school community for maintaining a healthy life.

2. OBJECTIVES

At Thames View Junior School, Physical Activity forms an important part of the education of each pupil. We aim to promote a holistic approach to develop an active, healthy and enjoyable lifestyle and encourage our pupils to have the motivation, confidence, physical and social competence, knowledge and understanding to maintain physical activity throughout life.

Our Objectives to achieve this are:

- To ensure that all children and young people have the opportunity to develop the confidence, competence and enthusiasm to participate in Physical Activity for at least an hour each day and to establish and maintain an interest in regular Physical Activity.
- To improve children, young people, parent/carer and staff knowledge, understanding, experience of and attitudes towards participation in physical activity.
- To promote positive attitudes towards physical activity.
- To promote physical activity, physical skills development and a healthy lifestyle.
- To provide a wide range of quality physical activity opportunities both within and outside the curriculum for children, young people, staff and parent/carers and enable children to participate in at least 2 hours of high quality PE and school sport each week
- To ensure that Physical Activity provision in the school reflects the cultural, personal, social and medical needs of all children and young people.

IMPLEMENTATION

How our objectives are delivered

Ethos and Environment

- All those leading physical activity sessions adopt a caring and supportive approach and have a commitment to every child
- The school identifies children and young people who do not participate regularly in Physical activity and those who need extra support to participate, and implements strategies to encourage and support them to be more active.
- Facilities are improved and developed to promote increased participation in Physical Activity in consultation with children and young people, staff and parents/carers.
- The participation of children and young people in Physical Activity is recognised and celebrated through presentations in assemblies, information on notice boards and in newsletters.

Curriculum

P.E. is about introducing children to the world of sport, which, combined with an enjoyment of exercise, will hopefully provide the foundations for a healthy and active lifestyle.

The aims of Physical Education at Thames View Junior School are:

- To provide the children with at least 2 hours of physical education for all year groups.
- To develop social co-operation and positive attitudes towards others and to compete with a sense of fair play.
- To promote physical activity, physical skills development and a healthy lifestyle.
- To show an awareness, knowledge and understanding of safety when participating in physical activity.
- To encourage lifelong involvement in physical activity.
- To develop fair play through cooperation, collaboration and competition and manage, to varying levels of success, in competitive and co-operative situations and retain a proper sense of perspective in competition.
- To always try to achieve their personal best.
- To have age appropriate activities.
- To understand the need for rules in games.
- To provide equal opportunities for all children regardless of their race, gender, background or ability, thus providing a programme of study that is inclusive.
- To provide equal opportunities for all children to achieve their full potential, through curricular and extra-curricular sessions.

PE Passport, is a broad and balanced PE programme; the scheme of work outlines a planned approach to health-related activity; it complies with statutory requirements and is accessible to and meets the needs and interests of all children and young people.

PE Passport is a progressive and spiral scheme of learning. The units of work provide teachers with a framework to build outstanding lessons. In planning the lessons, PE Passport ensures that learning from previous years is revisited and extended, adding on knowledge and skills, year on year as appropriate.

Whole School P.E Overview						
Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Led by Class teacher:	Gymnastics: Linking movements together	Yoga	Netball	Handball	Gymnastics: Symmetry & asymmetry (partners)	Dance: The Romans
Year 3 P.E specialist	Football	Hockey	Gymnastics: Receiving body weight	Rounders	Athletics 3	Tennis
Year 4 Led by Class teacher:	Invasion Game Skills 3	Gymnastics Arching & bridges	Yoga	Gym - Rolling and travelling	Dance: Egyptians	Gymnastics Partner work
Year 4 P.E specialist	Basketball	Tag Rugby	Dodgeball	Ultimate Frisbee	Athletics 4	Cricket
Year 5 Led by Class teacher:	Leadership	Gymnastics: Partner work - under and over	Netball	Handball	Gymnastics: Synchronisation & Canon	Led by Abbey coach: Swimming
Year 5 P.E specialist	Football	Hockey	Gym - matching, mirroring and contrasting	Dance: The Haka	Athletics 5	Tennis
Year 6 Led by Class teacher:	Team Building and Problem solving	Gymnastics: flight	Gymnastics: Counter balance & counter Tension	Gymnastics: Group Sequencing	Rounders	Dance: World War 2
Year 6 P.E specialist	Basketball	Tag Rugby	Dodgeball	Ultimate Frisbee	Athletics 6	Cricket

All children and young people learn how active they should be, and activity levels are regularly monitored.

Every year we have an opportunity to celebrate our sporting achievements with sports day – every year group from Year 3 to Year 6 participate in this huge celebration of sport.

As well as our sports day, we have another opportunity to celebrate the efforts and achievements of the children throughout the year. This is done through our celebration of sports in assemblies, where medals and certificates are presented.

Out-of-School-Hours Learning (OSHL)

We are committed to recognising the importance of physical activity of children outside the curriculum. We believe that links with local sporting clubs and organisations and the provision of extracurricular activities organised by the school is a positive experience.

Pupils are given regular opportunities to represent Thames View Junior School in various sporting events throughout the local community and are provided with opportunities for skill development sessions run by local sporting clubs. We also have links to various inter and intra school activities. Students are encouraged to participate in these events, where possible, to further promote an awareness of the value of physical activity.

- The emphasis is on participation and enjoyment and the opportunities are open to all children and young people, regardless of ability.
- Physical Activity is promoted before school, during breaks, lunch times and after school.
- Most OSHL activities are led by school PE lead with some being delivered by coaches from community clubs.

3. WIDER SCHOOL AIMS AND ETHOS

This policy is based on our commitment to Strive for Excellence and supports our school aims:

This policy supports our aim of developing the children's knowledge, skills and understanding, so that they can perform, with increasing competence and confidence, in a range of physical activities. These include dance, invasion games, cricket, racket sports, gymnastics, swimming, athletics and outdoor adventure activities. Physical education promotes an understanding in children of their bodies in action. It involves thinking, selecting and applying skills and promotes positive attitudes towards a healthy lifestyle. Thus we enable them to make informed choices about physical activity throughout their lives.

Non-Participation in P.E. Lessons

Children should only miss P.E. lessons on health grounds if this is requested by their parents or guardian either by direct contact with the school or in a letter to the teacher. Children who persistently forget their P.E. kit should be reminded of the importance of P.E. and if necessary, a message should be sent to their parents asking for their co-operation. PE Teachers, Class Teachers and the PE Lead will work together in order to tackle it.

Sources and references

Physical education programmes of study: key stages 1 and 2 (statutory guidance).

Procedure and Practise

At Thames View Junior School we strive to expose children to a range of different sports which will develop their self-confidence and self-esteem. Additionally, we believe the Physical Education should be inclusive for every child.

It is the class teachers' responsibility to plan effective lessons with clear learning objectives and measurable outcomes.

It is the responsibility of the subject coordinator to monitor the planning and assessment of physical education to ensure they fall within the whole-school objectives.

It is the nominated governor's responsibility to oversee the effectiveness of physical education in the school.

Organisation

The physical education curriculum has been organised to ensure that children have access to all areas specified in the national curriculum and go beyond its statutory requirements. In weekly schedules, each class has two hours of physical education: one hour indoor and one hour outdoor. Where possible, subjects between lower and upper school have been alternated to allow for ease of resource sharing. All children participate in a range of summer and winter sports and, at the end of some units, inter-class / house competitions are organised to allow children to participate in competitive team games.

Swimming lessons are part of the year 5 program. Lesson durations are 45 minutes and the program is run over a 10 week period.

Resources

At Thames View, children have access to an indoor sports hall portable and fixed gymnastics equipment as well as many mats and benches. Outside, we have a large field where athletics activities can take place as well as a purpose-built basketball court and, on our playground, markings for two hockey pitches. As well as great facilities in which to teach, the school also has a well-resourced PE store and portable football and netball goals. Equipment is checked regularly and stock replenished as often as budget allows. Teachers have access to equipment and literature, via the coordinator, and can always rely on advice when needed.

Swimming is taught at Abbey Sports Centre in Barking, a short bus ride away.

Outside agencies, a specialist coach comes into school to teach PE lessons to all year groups throughout the year.

4. THE P.E UNIFORM

It is expected that children will wear the school PE kit during lessons.

This includes:

- Plain white school T-shirt/ Polo shirt
- Plain black or blue shorts
- Black plimsolls (indoors)/ plain black trainers (outdoors)
- School jumper or fleece (optional due weather conditions).
- Hair band (if child has long hair)
- No jewellery or fancy hair accessories
- The pupils can work with bare feet indoors during gymnastics. Tights/socks must not be worn.
- In outdoor P.E lessons, when it is cold, jogging bottoms and warm tops may be worn. No hats, gloves or scarves.

Swimming Kit includes:

- Towel
- Swimming shorts/trunks (not loose fitting)/swimming costume
- Swim cap

5. STAFF DEVELOPMENT

- All staff involved in promoting, supporting or leading Physical Activity are provided with regular opportunities for continuing professional development.
- All staff will attend a planned INSET with aims to improve the quality of teaching across the whole school.
- All Adults involved in and out of school hours provision have appropriate training/qualifications and have undergone a CRB check.

Active Travel

The school has developed a school travel plan in association with the school travel adviser.

- The active travel policy, will promote active travel and will put in place a number of strategies and initiatives to support this will be outlined in our school travel plan.
- Children, young people, staff and parents/carers will be encouraged to walk or cycle to school through the strategies in place and these will be publicised through a variety of means including notice boards and the school newsletter.
- We strongly promote the use of bicycles, scooters and any form of travel that promotes healthy movement. We are able to provide a safe place for the children to leave their bikes and scooters.

Involving staff and parents/carers

- Staff and parents/carers are consulted and involved in decision about, and the delivery of, Physical Education and other Healthy Schools issues through regular questionnaires and requests in the school newsletter.
- An information leaflet is sent out to parents/carers highlighting the benefits of Physical Activity for their children, the ethos of the school and the opportunities available at the start of each year.
- The school's activity facilities are made available for staff and parents/carers to use before school and during late afternoon/evening and a range of clubs have been established.

Community Links

- The school links with other relevant individuals and organisations in the community, to utilise the available expertise and enhance the quality and range of provision
- Children and young people are made aware of Physical Activity opportunities beyond school through a variety of means.

Consultation

- Children, young people, staff and parents/carers are consulted and involved in decisions about the range and type of Physical Activity opportunities offered.
- Consultations take place through the school council, pupil voice, staff meetings, and a short questionnaire at various points throughout the year.

The school takes steps to remove barriers to participation identified by consulting with children and young people and, where possible, involves them in these developments.

6. HEALTH & SAFETY

Physical Education is by its very nature a challenge to growing children. Pupils will be placed in situations where risk of an accident or injury is ever present. Therefore it is important for teachers to be aware of the importance of safety and to plan it in their work so as to minimise the risk of accidents to both pupils and teachers. The following list is a general outline of safe practice in P.E.:

- All forms of physical activity should be preceded by an appropriate warm-up.
- The pupils must be given tasks which are challenging, but within the scope of their ability.
- Teachers must carry out a risk assessment of all equipment before use and give pupils disciplined strategies for safe handling of the equipment whilst the work is in progress and safe storage when the work is complete.
- Appropriate levels of lighting must exist to facilitate a safe working environment.
- The surface that the pupils are expected to work on should be clean and free of litter or other hazards that could cause an accident. The teacher should pay special attention to the suitability of the surface, after the floor has been polished in the hall and after rain on the playground or on the grass as this may make the area too slippery to be safe.
- All jewellery and watches should be removed. (Religious symbols may be left on)
- Long hair should be secured as appropriate to the activity at all times.
- Appropriate clothing must be worn by pupils and staff.
- The teacher must ensure the preservation of body heat after hard physical exercise and use good methods to cool down pupils after such exercise.
- The Class Teacher and PE Teacher must be aware of any medical condition which may affect physical ability (e.g. diabetes or asthma) and make the appropriate adjustments in planning and implementation of the lesson to allow pupils who suffer from any conditions to take part actively but safely.
- For Health and safety reasons, teachers may physically guide children during lessons in order to develop their skills. E.g. correcting a child's position during a gymnastics lesson.
- Staff should have a working knowledge of First Aid and know when and how to summon qualified First Aid assistance.

Risk Assessment

Risk assessments should be carried out on any facilities that are used for sporting activities outside of the school grounds.

Annual safety checks and repairs are carried out on gymnastic equipment and staff should check apparatus when it is being taken out for use in lessons. If a potential hazard is identified it is immediately taken out of use and reported to the P.E. coordinator

7. MONITORING & EVALUATION OF PHYSICAL ACTIVITY

The curriculum and out of school hours learning programmes are monitored on an ongoing basis through self-evaluation and reviewed annually. Aspects that are monitored include:

- Children, young people, staff and parents/carers' knowledge of and attitude towards Physical Activity
- Progress/attainment in Physical Activity opportunities offered to children, young people, staff and parents/carers and the levels of participation
- The percentage of children and young people participating in 2 hours per week of high-quality PE or school sport within and beyond the curriculum
- The number of children and young people walking or cycling from/to home
- The number of children and young people who achieve an hour of Physical Activity each day
- The number of professional development courses attended by staff/activity leaders
- How and when children, young people, staff and parents/carers have been consulted.

The methods of evaluation include:

- Assessing the achievements of children and young people
- Reviewing schemes of work, and programmes of activities
- Reviewing registers for activities
- Children, young people and staff discussions
- Minutes of school council meetings
- Questionnaires to staff and pupils

8. MONITORING ARRANGEMENTS

This policy will be reviewed every 3 years by the Headteacher. At every review, the policy will be shared with the full governing board.