



PHYSICAL ACTIVITY AND WELLBEING POLICY

Committee:	Governing Body
Staff member:	Leslie Gadogbe
Last reviewed:	January 2023
Review cycle:	Two years
Required to publish on website?	Yes
Statutory:	No

Overview

The St Marylebone CE Bridge School is committed to promoting the health and wellbeing of its pupils and staff through physical activity in line with our Church of England ethos. This policy outlines the organisation, teaching and management of physical activity at the St Marylebone CE Bridge School.

The policy has been formulated through consultation with members of staff, governors, parents/carers, pupils, the community and our school nurse.

1. Purpose of the Physical Activity Policy

This policy has been written to give clear guidance to staff, visitors, parents/carers, and pupils about the provision of physical activity opportunities during the school day and our approach to the positive promotion of physical activity.

2. Physical Activity Guidelines for Children and Young People

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

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

For more information on the UK Physical Activity Guidelines for Children and young people please refer to:

<https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>.

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.

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.

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

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; academies and free schools do not have to follow it but are required to provide a broad and balanced curriculum that promotes the physical development of pupils.

A high quality physical education curriculum inspires all pupils in KS3 and KS4 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 builds character and helps to embed values such as fairness and respect.

For more information on the National Curriculum for Physical Education in KS3 and 4 please refer to:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239086/SECONDARY_national_curriculum_-_Physical_education.pdf

To meet the Healthy Schools London criteria for the Bronze award schools must provide a minimum of 90 minutes of PE for each pupil across the school week.

3.1 Organisation

PE lessons are taught by Leslie Gadogbe. Each pupil will receive the following ACTIVE PE time per week:

- The PE curriculum is delivered to pupils in all year groups with one double games PE lesson (1hr 40 minutes) and a single skilled lesson (50 minutes) each week.
- In years 7, 8 and 9 each term is split up into different sports and pupils learn how to take part in drills and games in that sport. At the start of each PE lesson year 7, 8 and 9 pupils engage in classroom discussion around topics based on active lifestyle and healthy eating. Pupils engage in 20 minutes of fine motor skills activities before the start of a physical lesson.
- In years 10 and 11 in addition to practical lessons pupils also have one lesson dedicated to theory work which goes towards an AQA unit award or an NCFE level 1/2 qualification in Health and Fitness. There are several topics pupils need to complete about healthy living, diet, how to plan and deliver an exercise session, anatomy and more.

3.2 Planning:

The scheme of work offers comprehensive lesson plans for all year groups

3.3 Cross curricular links

Whilst retaining its unique contribution to a pupil's movement education, physical education has considerable potential to contribute to much wider areas of learning. It is considered important that physical education is integrated into the School's planning for the development of pupils' communication, numeracy, science, hospitality, PSHE and ICT skills.

3.4 Monitoring of Teaching and Learning

Teaching staff and learning support staff are all subject to line management. The school SLT monitors progress across the school relating to teaching and learning. There are several opportunities for observations as well as CPD.

3.5 Assessment, recording and reporting of progress

Resources are available to staff ie: Classroom Monitor for teaching staff to record pupil levels of achievement across the curriculum. Two termly reports where progress and attitude to learning are recorded as well as the qualification delivered recording systems.

4. Extra-Curricular Provision

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 and young people spend being active, boosting their physical, mental wellbeing, character and resilience.

The School provides the following physical activity opportunities:

- **Break/Lunch time:** at break and lunchtime and as part of the Enrichment Programme pupils participate in football, basketball and table tennis. Both KS3/4 pupils have a designated time in the week to engage in 30 minutes of multi-sports/fitness activities with the PE Lead.
- **Competitions:** pupils take part in a range of intra-school and inter-school competitions organised through the School PE department and Partnerships.
- **School Trips:** the School offers a number of outdoor education experiences throughout the year including horse riding, rowing, BMX, dance, fencing and table tennis .
- **Active Travel:** please refer to the School Travel Plan for details of how we promote travel to school. The School works in partnership with the STARS TFL's accreditation scheme for London schools
- **Community Partners/Links:** the School has also established links with a number of local clubs including Flamingo Chicks, LYR, Chelsea FC, Access sports and many more.

Parents are also able to assist with the provision of Enrichment or after school activities (after appropriate DBS vetting).

5. Resources, Community partners and links

Access to, and integration in the school day of, open space, parks, and playgrounds are positively associated with physical activity levels. There is also evidence of greater benefits of people being active outside, such as benefits to mental and emotional wellbeing.

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

- the School has a new purpose built indoor sports hall for curricular physical activity.
- the outdoor space includes a garden area, an Astro-turf sports pitch, a quiet area and a section where pupils can engage in physical activity
- the School also has access to local facilities such as The Moberly Sports Centre, where pupils and staff have used the gym facilities
- use is also made of Paddington Recreation Ground, which is a slightly longer walk away (20 minutes) for athletics and the school sports day
- a short walk away the School has access to Queens Park Gardens which has a Wildlife Garden and outside fitness equipment available to the school and community

- the School works with a variety of partners such as Flamingo chicks, LYR, Chelsea FC and Access Sport who support the provision of physical activity opportunities
- the local community and space is used by specific subjects such as OCN, Independent living module 'how to cross the road safely, PSHE and travel training, PE and sports events, art and drawing.

An annual audit of all physical education equipment is conducted by Leslie Gadogbe in order to prioritise any necessary expenditure for the year.

Resources for sports equipment, games, and outdoor activities can be found stored in the walk-in cupboards in the sports hall.

Planning resources and assessment records can be found on the teachers' shared drive.

6. Equal Opportunities

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

Giving pupils a voice and enhancing their ownership of physical activity delivery can ensure that activities are appropriately tailored to their needs and 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.

Offering a variety of physical activity opportunities that children and young people can take part in 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.

All physical activity opportunities offered at the School are designed to be inclusive, and cater for different ability levels. For more information please refer to the Equal Opportunities policy.

7. Pupil voice, leadership and volunteering

Giving pupils a voice and enhancing their ownership of physical activity delivery can ensure that activities are appropriately tailored to their needs and 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. This is achieved in the following ways:

- there is a functioning School Council where the sports leaders of the council meet to share their opinions and feedback
- pupil surveys are completed by pupils in regards to the curriculum, physical curricular activities and extracurricular activities

- pupils are encouraged to take on school prefect roles, where feedback is gathered from the sports prefects
- form time discussions take place where pupils engage in Oracy tasks such as formal debates
- pupils are encouraged to attend and join out of school clubs such as cadets, sports clubs and attend leadership events.
- pupils engage in voluntary and work experience opportunities with external sports organisations
- past pupils hold their work placement at the School supporting the PE department and are role models to the younger pupils
- The School works in partnership with the STARS TfL's accreditation scheme for London schools which empowers pupils to be youth travel ambassadors and role models.

8. 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 and young people 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 at least two days a week, but any strengthening activity is better than none.
- each week, adults should accumulate at least 150 minutes of 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 refer to:

<https://www.gov.uk/government/publications/physical-activity-guidelines-uk-chief-medical-officers-report>

This is achieved in the following ways:

- staff who teach PE or run clubs are encouraged to attend courses offered by the Tri-borough, partners and sports providers.

- staff training needs are identified as part of performance management sessions or identified as a result of the specific needs of individual pupils.
- staff surveys and Google Forms also allow staff to state their training needs.
- all staff at the School receive weekly CPD training which ranges from mental health training, First Aid qualification, continuous DLD training and regular safeguarding training.
- all teachers engage in an hour-long joint planning session with a member of the Speech, Language and Communication team, where staff can deliver higher levels of physical activity.
- staff are encouraged to be role models at the school – food, diet, interacting with pupils during break and lunch times etc, joining breaktime football and sports club, supporting pupils on trips and engaging in positive discussions with pupils in PE and around the school.
- subject leads encourage and engage pupils in physical activity learning breaks such as walking or playing silent ball in lessons.
- staff promote physical activity by walking to school, running and cycling to inspire pupils
- staff follow the School’s Code of Conduct.
- staff regularly engage in team building activities such as yoga and fitness club before and after school.

9. Monitoring and Evaluation

This policy will be monitored and evaluated in January 2025, or earlier if there is a change in legislation or an incident which impacts on this area.

The policy is on the school website, where staff, parents/carers, pupils and partners can access. It will also be on the School shared online drive.