

Physical Activity Policy

Marsh Green Primary School

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 our school website.

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.

We provide a carefully planned annual overview of the physical development skills that children need in order to achieve the Early Learning Goals by the end of Reception. Well-structured annual and termly planning supports the progressive development of physical skills, increasing the likelihood that children will meet the expected outcomes at the end of the Early Years Foundation Stage. Our provision incorporates both fine and gross motor skill development, recognising their importance in enabling children to become effective and fluent writers. We utilise an assessment-for-learning grid to identify areas of need among pupils and adapt the learning environment accordingly to address these gaps. The lowest 20% of pupils are identified for targeted weekly support. In addition, weekly home learning challenges linked to physical development are provided to further reinforce skill development. We actively engage parents in developing their understanding of physical education and its impact on wider areas of the curriculum. As Physical Development is a prime area of learning, on-entry assessments conducted when pupils join Marsh Green inform our annual planning. Staff regularly review and adjust provision in response to assessment data to ensure that teaching remains responsive to children's needs. We provide daily opportunities for children to participate in a range of physical activities, including bike riding, running, and throwing games. Fine motor development is also prioritised, with activities such as using tweezers, cutting with scissors, and mark-making opportunities embedded across both indoor and outdoor environments. In Nursery, targeted weekly physical development sessions enable staff to assess children's progress, evaluate their skills, and identify clear next steps for learning.

We provide a range of physical activity opportunities for children who are independently mobile. These include riding bikes around the track and participating in activities such as beanbag races to develop coordination and control. Structured group activities, such as parachute games, support children in following multiple instructions while developing teamwork and physical coordination. The construction area provides opportunities for lifting, carrying and building, further promoting gross motor development. Children also have access to climbing equipment, such as the climbing frame, to develop strength, balance and spatial awareness.

Each pupil at Marsh Green receives a minimum of 90 minutes of Physical Education each week. This is delivered through two structured 45-minute sessions, typically consisting of both outdoor and indoor (gym-based) activities. This provision is consistent for all pupils from Reception through to Year 6, ensuring continuity and progression in physical development across the school.

The PE curriculum is delivered by Premier Education, with sessions led by trained and experienced coaches. These sessions are designed to be inclusive and accessible, supporting children of all abilities to develop confidence, competence and enjoyment in physical activity.

Swimming provision is offered to pupils in Year 4, who attend weekly sessions at a local leisure centre. This ensures that all children have the opportunity to develop essential water safety skills and confidence in the water as part of their physical education entitlement.

Physical activity is also promoted across the wider curriculum, with opportunities for movement and active learning embedded into lessons where appropriate. This cross-curricular approach supports engagement and reinforces the importance of an active lifestyle.

Pupils are assessed using an online system provided by Premier Education. Medium-term and short-term planning ensures that skills are clearly mapped and assessed against age-related expectations. During lessons, teachers and coaches use targeted questioning and observation to assess pupils' understanding and progress at an individual, group and whole-class level.

Lessons are carefully planned with a clear learning focus aligned to the CARED framework. Assessment data is analysed and presented, including through visual tools such as bar charts, to monitor whether pupils are emerging, meeting or exceeding expectations. Planning documents also identify opportunities for cross-curricular links and the development of wider life skills. Ongoing monitoring and evaluation ensure that provision remains responsive and supports all pupils in making progress.

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. Marsh Green provides a wide range of physical activity opportunities to ensure all pupils across EYFS, KS1 and KS2 can participate in and enjoy an active lifestyle. Provision is carefully planned to be inclusive, with additional support and encouragement provided to more vulnerable pupils to ensure equitable access to all activities.

After School

After-school clubs take place every day and are open to children from Reception through to Year 6. Each half term, a variety of clubs are offered to promote physical activity and inclusion for all pupils. Activities include dance, Bhangra, gymnastics, basketball, cricket, football and karate. These clubs are designed to engage pupils of all abilities and provide opportunities for both recreational participation and skill development. Targeted encouragement is given to more vulnerable pupils to ensure they are supported in attending and participating fully.

Break and Lunch Times

During break times, children are encouraged to take part in pupil-led physical activity clubs. These are supported by the school's sports captains. Participation is voluntary, and clubs are regularly promoted to ensure all children are aware of the opportunities available. This approach encourages leadership, independence and active engagement across all key stages.

At lunchtime, midday supervisors facilitate structured and unstructured physical activities through a weekly rota, ensuring all children have opportunities to be active. Equipment and organised games are provided to promote participation, with staff supporting those pupils who may be less confident or require additional encouragement to engage.

School Trips

A variety of educational visits further enhance pupils' physical development and active experiences. Year 4 pupils attend weekly swimming sessions at a local leisure centre. Additional trips and activities include visits to Stubbers Activity Centre, fitness festivals, and participation in

outdoor learning such as local area walks. Pupils also benefit from a range of broader enrichment opportunities, including visits to Valence House, the British Museum, the Science Museum, Chessington, and participation in events such as Voice in a Million. These experiences contribute to both physical activity and wider personal development.

Competitions

Pupils are given opportunities to take part in competitive sport through events such as the Ballerz Football League and other local festivals and competitions. These opportunities help to develop teamwork, resilience and a sense of achievement, while encouraging participation in sport beyond the school environment.

Active Travel

The school promotes active travel as part of a healthy lifestyle. Pupils are encouraged to walk, cycle or scoot to school where possible, supported through initiatives such as TfL Travel for Life. This helps to increase daily physical activity levels and supports pupils in developing independence and awareness of safe travel practices.

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.

The nursery provides a wide range of resources specifically aimed at supporting children's physical development through active play. These include construction materials such as blocks, which help develop coordination and spatial awareness, as well as fine motor tools like tweezers and scissors to strengthen hand muscles.

Opportunities for gross motor development are embedded through the use of equipment such as balls, bats, cones, hoops, and climbing apparatus, which encourage movement, balance, and coordination. Outdoor play is an integral part of the daily nursery routine. Children are provided with regular opportunities to access the outdoor environment, where they can engage with equipment such as climbing frames, bikes and bike tracks, and role play structures including sheds with stairs. Water play equipment, including spray bottles, is also used to develop hand strength and coordination. Together, these resources ensure that children are consistently developing both fine and gross motor skills as part of a broad and engaging physical education-focused environment.

Across the wider school, a broad range of facilities and resources are available to promote physical activity. The school hall is equipped with apparatus such as crash mats and large climbing frames to support structured physical education lessons. Significant investment has been made in sports equipment, including basketballs, footballs, volleyballs, bean bags, and cricket sets. The playground has been enhanced with markings that encourage active movement, including running and walking tracks, as well as interactive designs such as maps of the world and representations of the solar system to support both physical and imaginative play.

All physical education resources are stored centrally in the P.E. shed, where they are organised and clearly labelled to ensure ease of access for both staff and pupils. An up-to-date inventory of

equipment is maintained and monitored by staff to support effective provision. Regular audits of equipment are conducted to assess current resources and identify any gaps. Spending on physical activity resources is prioritised based on these audits, as well as input from coaches, ensuring that the necessary equipment is available to deliver high-quality sessions. This enables staff to follow planned programmes effectively without needing to adapt activities due to a lack of resources.

The school's facilities are available for use throughout the school day, ensuring that pupils have consistent access to spaces and equipment that support physical activity and active learning.

6. Equal Opportunities and pupil voice

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.

Marsh Green is committed to ensuring that all physical activity opportunities are fully inclusive and accessible to pupils of all abilities and needs. All children, regardless of ability or disability, are valued members of the school community and are encouraged to participate fully in physical education and wider physical activities. Teaching strategies, equipment, learning environments and assessment approaches are carefully adapted to meet the needs of all pupils. Where appropriate, additional support is provided to enable pupils with disabilities to engage alongside their peers. Pupils are encouraged to take on the same roles and experiences as others, promoting inclusion, independence and the development of positive relationships.

The school places a strong emphasis on engaging the least active pupils and reducing barriers to participation. We recognise that some pupils, particularly those from disadvantaged backgrounds, may face additional challenges in accessing physical activity opportunities and may lack confidence or awareness of its benefits. To address this, targeted pupils are prioritised for extra-curricular clubs and activities. For example, pupils eligible for Free School Meals actively identified and offered places in clubs.

A wide range of extra-curricular activities is provided for all key stages, including EYFS, KS1 and KS2, ensuring age-appropriate opportunities for participation and progression. Provision for younger pupils focuses on developing fundamental movement skills through activities such as dance, gymnastics and multi-skills, while older pupils are offered a broader range of sports, including both competitive and non-competitive activities, to cater to differing interests and abilities.

Pupil voice plays an important role in shaping physical activity provision. Sports captains are actively involved, contributing their views and experiences to help inform decision-making. This ensures that activities remain relevant, engaging and responsive to pupils' interests. Pupils are encouraged to take on roles such as sports captains, lunchtime helpers, zone managers, house captains, eco warriors, litter pickers and club leaders. These roles help to develop responsibility, confidence and leadership skills, while also supporting the delivery and promotion of physical activity across the school.

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](#).

The school ensures that staff are well supported to deliver high-quality physical education through ongoing professional development, mentoring, and access to appropriate resources. P.E. staff liaise regularly with the P.E. lead to ensure they have the knowledge, guidance, and equipment needed to plan and deliver effective lessons. This collaborative approach helps to maintain high standards of teaching and creates an environment that is conducive to active, engaging play for all pupils.

Staff working within the Early Years Foundation Stage are also supported through close collaboration with P.E. staff. Regular liaison takes place to assist with the planning and delivery of EYFS physical development activities. This ensures that all staff continue to build their knowledge, skills, and confidence in supporting children's physical development, leading to more effective and consistent provision across the setting.

Staff are encouraged to participate in physical activity and act as positive role models for pupils. By engaging in activities, supporting lessons, and promoting active lifestyles, staff help to foster a culture where physical activity is valued and enjoyed across the school community.

8. Community partners and links

There are a wide range of partner organisations and support networks available within the local community that contribute to the provision and development of physical activity opportunities. These partnerships include local sports clubs, coaching organisations, and community groups that offer expertise, facilities, and additional programmes to enhance pupils' experiences.

9. Holiday Provision

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. Information about local physical activity opportunities is regularly shared with both pupils and parents through school communications, including emails and posters.

The Holiday Activity and Food (HAF) Programme provides free places for children and young people who are eligible for benefit-related free school meals, with additional paid places available to others. The HAF camp is also hosted on the school site at the end of every term, making it highly accessible for all families within the school community. Details of this programme are shared with parents to encourage participation in a wide range of community-based activities outside of school hours. These opportunities offer fun, enriching, and healthy experiences, helping children to stay active, build friendships, and engage positively within their local community.

10. Monitoring and Evaluation

At Marsh Green, we carefully monitor pupils' progress to ensure that our provision is having a positive impact. All physical activity opportunities and initiatives are regularly evaluated to assess their effectiveness and to identify areas for further development. Monitoring is carried out through a range of methods, including observations, pupil voice, discussions with class teachers, and the review of attendance registers.

This policy is made readily available on the school website, ensuring that it is accessible to all staff and parents.

11. Policy Review

Policy Implementation Date: June 2026

Next Review Date: June 2027

Signed:

Date: