

School Physical Activity Policy Framework

To be truly effective a policy needs to be relevant to the needs of the individual school adopting it. This means that it: takes into account where the school is currently and the facilities and opportunities available to it; is widely known and understood; widely consulted on when developed/ reviewed; implemented and seen to be implemented; and monitored and evaluated for effectiveness.

1. Introduction

School Name:

Consultation That Has Taken Place: *eg this policy has been developed by a working group (including, give names) which has consulted with parents, pupils, staff etc (say how briefly)*

How the Policy will be Disseminated to Schools Community:

Date Policy Formally Approved:

Date Policy Becomes Effective:

Review Date(s):

Person(s) Responsible for Implementation and Monitoring:

Links to Other Relevant Policies: *eg HPS, PE Policy, School Travel Plan*

2. Aim

For example:

“To ensure that all aspects of physical activity in school are promoted for the health and wellbeing of pupils, staff and parents/carers (and wider community?) .”

or

“To increase the activity levels of the whole school through the provision of a supportive environment conducive to the promotion of physical activity.”

3. Rationale

Why are you writing this policy?

The policy may include reference to:

- The ethos of the school as a HPS*
- The national target that the school encourages a minimum of one hour physical activity per day outside of the curriculum*
- The increasing obesity of children and decreasing levels of physical activity among children*
- Physical activity affecting the ability of children to learn effectively*
- The role of the school in contributing to family and community health and wellbeing*
- The development of extended schools*
- Anything else?*

4. Objectives

What do you want to achieve? What are the intended outcomes of your physical activity policy?

Schools need to decide their own objectives but here is a list that may get you thinking:

- To provide consistent messages in school about physical activity both within and outside the taught curriculum.*
- To increase the physical activity levels of pupils in line with national targets.*
- To contribute to optimum pupil behaviour, physical fitness, growth and development assisting pupils to reach their learning potential.*
- To improve self esteem and confidence among pupils and provide opportunities for them to work together.*
- To provide the opportunity for pupils to develop valuable life time skills.*
- To increase pupils' knowledge, understanding, experience and attitudes towards physical activity.*
- To ensure physical activity provision in school reflects the cultural and medical needs of pupils.*
- To contribute to out of hours learning for pupils*
- To...*

5. Action/Key Themes

How will the objectives be met? What will be referenced and acted on in your policy?

Links to the Physical Education Policy

There will be a lot of overlap, say briefly how it overlaps (eg in issues around methodology, training, safety and risk assessment)

Links to Wider Curriculum (eg science schemes of work, PSHE)

Developing an understanding of the health benefits of physical activity

Promotion/Encouragement/Publicity/Information About Physical Activity

Eg displaying bright colourful posters/pupils work etc encouraging physical activity, posters etc promoting/detailing after school clubs etc.

Consultation

How will pupils/parents be asked for their ideas (eg for activities or after school clubs)? How can their views be taken into account in decision making?

Inclusion

How will the policy deal with equal opportunities eg special needs, all ages, gender, ability differentiation?

Encouraging the 1 Hour a Day Target

How do you plan to increase Physical Activity inside and outside the curriculum to meet the target of encouraging every pupil to be physically active for 1 hour each day?

Extra Curricular Activities

Providing something for all

Promoting Walking and Cycling

(School Travel Plan, Walk to School events, Cyclewise Training etc) as appropriate to needs of the school

Playtimes/Breaks and Playground Facilities

(eg use of 'Huff 'n' Puff' equipment or equivalent, reviewing playground activities, zoning, markings etc)

Methodology

Likely to be part of the physical education policy

Training for Staff/Volunteers

Ensuring all staff involved receive appropriate INSET and other training, making sure all parent/volunteer coaches hold appropriate qualifications

Safety and Risk Assessment

First aid training and Risk Assessment

Facilities/Resources

Do you need to consider facilities or look at purchasing new resources?

Use of Wider Opportunities - Links to Active Schools

Say how school will develop/maintain links with ASC, SD, PE and other opportunities etc as appropriate

Parental Involvement

Plans for sharing policy and its aims etc with parents and carers as well as highlighting the benefits of physical activity and involving parents and carers in physical activity with their children.

6. Implementation and Monitoring

How will you know whether the objectives have been met?

How is the policy to be implemented in practice?

How will physical activity be monitored and reported in school?

Who has responsibility for monitoring?

How will you know what has happened as a result of your policy? (Important outcome information that can be used in your HPS Healthy Schools status)

7. Conclusion

An overarching statement summing up the importance of the physical activity policy should be given.

8. Signatures

Head, SMT lead, Pupil Council, Anyone else - pupil representative(s)?, Parents?, ASC?

The Value of Quality Physical Education

“Success in physical education also enhances achievement in other areas of learning and is closely inter-related with intellectual and social development. It builds self-esteem, motivation, co-operation and concentration, and forms an important part of a balanced curriculum.”

Improving Physical Education in Primary Schools HMI

The Value of Quality Physical Education

“Physical education is the only subject that focuses children’s efforts and learning on their body and its physical development. It further links this to cognitive and social processes thereby making a real connection between how mind and body develop.”

The Report of the Review Group on Physical Education (2004)

“Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.”

***Curriculum for Excellence
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“Approaches to learning and teaching need to emphasise participation in experiences as well as achievement of outcomes. Activities should be appropriate to the needs and stage of development of each child and young person. Personalisation, critical thinking, active learning and the development of practical and performance skills and practical abilities should be features of the learning and teaching in health and wellbeing programmes.”

***Curriculum for Excellence
Building the Curriculum 3***