

includEd Learning

Independent Specialist Education Provider



PHYSICAL ACTIVITY POLICY

Contents

| |
|---|
| 1. Rationale |
| 2. Aims |
| 3. Definition of Physical Activity |
| 4. Commitment |
| 5. Physical Education Lessons |
| 6. Staff Activity |
| 7. Health & Safety Guidelines |
| 8. Promoting Physical Activity to the Whole Community |
| 9. Monitoring and Evaluation |
| Physical Activity Action Plan |

→ 1. Rationale

At IncludEd Learning, we have a responsibility to help students and staff establish and maintain a healthy lifestyle. Regular physical activity is one of the most important ways people can maintain and improve their physical health, mental health and overall well-being. It is important that students are given opportunities to participate in a range of enjoyable physical activities at an early age so they are more likely to continue being physically active throughout the rest of their lives.

Included believes in active schools and activity for life. Many of our students are experiencing unhealthy life-styles and need support to re-activate their interest in physical activity. This may be through accessing local parks, sports facilities or the countryside. All PE and outdoor activities are delivered either on site or off-site. Every activity is risk assessed and planned within the context of the students within IncludEd.

→ 2. Aims

- To promote the benefits of physical activity to the whole school community;
- To improve the self-esteem and confidence of the students through participation in physical activity;
- To ensure the students are aware of the link between physical activity and healthy eating for a healthy lifestyle;
- To promote the celebration of sporting events;
- To promote inclusion;
- To improve the quality and breadth of PE and Sport.

→ 3. Definition of Physical Activity

Physical activity is defined as 'any force exerted by skeletal muscle that results in energy expenditure above resting level' and includes 'the full range of human movement, from competitive sport and exercise to active hobbies, walking and cycling or activities of daily living'.

Physical activity guidelines for Children and Young People

- Children and young people should engage in MVPA 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 and 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.

→ 4. Commitment

IncludEd demonstrates Sport England's commitment to encouraging every child to stay physically active for life. It highlights the importance of physical activity as an essential part of a healthy active lifestyle.

IncludEd provides students and tutors the support, training and resources they need to give students the best possible physical education and sports provision. It accesses sports facilities in the area and promotes a healthy life-style through diet and life-style approaches. This may have to do with years of self-neglect or family attitudes.

Hitting targets, delivering benefits

Sport is an essential part of a child's physical and social development. IncludEd believes in the principle that every child should develop a love of physical activity and sport and enjoy the lifelong benefits of sports participation.

PE at IncludEd offers opportunities for students to;

- become skilful and intelligent performers;
- acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and context;
- learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking;
- develop their ideas in a creative way;
- set targets for themselves and compete against others, individually and as team members;
- understand what it takes to persevere, succeed and acknowledge others' success;
- respond to a variety of challenges in a range of physical contexts and environment;
- take the initiative, lead activity and focus on improving aspects of their own performance;
- discover their own aptitudes and preferences for different activities;
- make informed decisions about the importance of exercise in their lives;
- develop positive attitudes to participation in physical activity.

Content of PE at Key Stages 3 and 4

Key Stage 3 - during key stage 3, students become more expert in their skills and techniques and learn how to apply them in different activities. They start to understand what makes an effective performance and how to apply these principles to their own and others' work. They learn to take the initiative and make decisions for themselves about what to do to improve performance. They start to identify the types of activity they prefer and take a variety of roles, such as leader and official.

The programme of study identifies 4 areas of activity;

- dance activities
- games activities
- athletic activities
- outdoor and adventurous activities

During key stage 3 students should be taught the knowledge, skills and understanding through four areas of activity. These should include;

- game activities
- either (or both) of dance activities or gymnastic activities
- two(or one as appropriate) of the following: swimming activities and water safety, athletic activities, outdoor and adventurous activities

Key Stage 4 - during key stage 4, students tackle complex and demanding activities, applying their knowledge of skills, techniques and effective performance. They decide whether to get involved in physical activity that is mainly focused on competing or performing, on promoting health and well-being or on developing personal fitness. They also decide on which roles suit them best including performer, coach, choreographer, leader and official. The view they have of their skilfulness and physical competence gives them the confidence to get involved in exercise and activity out of school and in later life. During the key stage students will take part in any two of the six areas of activity listed above.

The promotion of physical activity is delivered through:

- Physical education lessons led by members of staff, our PE specialist teacher or swimming teachers at leisure centres.
- Cross curricular links in our curriculum – PE, PSHE and science.
- Extra-curricular clubs run throughout the school year.
- Lunchtime activities are offered daily for extra physical activity provision.

→ 5. Physical Education Lessons

There is a sequential scheme of work for PE which involves moderate to vigorous physical activity on a regular basis. Students participate in regular physical education for the entire school year. All students participate in physical PE activity each week.

Cross curricular links

Whilst retaining its unique contribution to a student's movement education, physical education also 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 students' communication, numeracy, PSHE and science skills.

Extra-curricular physical activity

Students have a diverse choice of activities in which they can participate competitive, non-competitive, structured, unstructured. These will be provided throughout the school day.

All activities shall be supervised by members of staff or qualified coaches or instructors who may or may not be teachers. A member of school staff will be available in case support is required, for example any accidents.

Lunchtime activities

Lunchtime supervisors engage and encourage students in physical activity at lunchtime. Ball games are promoted, whilst other activities are offered.

School trips

Our outdoor physical education provision is completed using a range of activities including horse riding and grooming, team building to orienteering, climbing and many others. Students also participate in trips to the park to complete various different sporting activities.

Equal opportunities

All students in our school including those with special needs are entitled to a comprehensive programme of physical education which fulfils the statutory National Curriculum requirements and takes into account their individual needs and interests. It may be necessary to amend the activities to meet the needs of individual students. We encourage all students to participate in extra curricular activities whatever their levels of ability.

Differentiation

Physical activity provision within our school is developmentally appropriate and a variety of teaching and learning approaches and organisational management are adopted to ensure that:

Tasks are matched to students of different abilities, needs and interests by balancing challenge with the likelihood of success

- students at different starting points all make progress
- The achievement of all students are maximised by providing variations in tasks, resources, support and group structure.

→ **6. Staff Activity**

Staff Activity

Our staff aspire to be positive role models for our students. We aim to take part in physical activity whenever possible, for e.g. racing the students at sports day. Staff often play games with students during breaks and demonstrate physical activity during PE lessons. Staff are also encouraged to remain physically active themselves.

Active Travel

Where possible students and parents are encouraged to make their route to school active with the use of cars and public transport only advised if necessary.

Assessment, recording, reporting and monitoring

An audit of out of school activities is kept to indicate the number of students participating in physical activities.

Levels of participation will be monitored with regard to overall levels of interest.

Students are monitored during lessons by including assessment criteria in lesson plans, through teacher observation in the lesson and by questioning the students to find out what they enjoy/ don't enjoy about PE.

Staff training

Our PE and PSHE leads will attend training.

Our school is part of the Team Manchester schools initiative and the PE lead will attend regular meetings to collaborate ideas for active schools across the city. The school will also receive weekly bulletins from Schools Governance to promote any new competitions or opportunities for activity in the area. Any good practice will be shared with staff at the school during staff meetings or INSET training.

Health and safety plays a major part in all training for staff and staff will be regularly updated with any changes.

→ 7. Health and Safety

Risk assessments are carried out regularly and members of staff continually assess the safety of activities.

All guidelines for physical education and games are followed eg. supervision, behaviour, clothing, jewellery and use of equipment. A copy of 'Safe Practice in Physical Education' is available on the staff shared drive.

All coaches from other organisations must hold suitable qualifications and will be CRB checked- including parent helpers.

→ 8. Promoting Physical Activity to the Whole Community

Parents are sent details of physical activity clubs their children may attend. Parents are welcome to observe or help where possible.

Details of physical activities in the wider community are sent home- especially activities taking place during the school holidays.

Parents will also be given the opportunity to learn how to keep their children active and healthy at home.

→ 9. Monitoring and Evaluation

We have a dedicated PE and school sport lead in school, who is responsible for providing clear leadership and management in developing and monitoring physical activity within school. They will work closely with all members of staff. This helps to monitor levels of participation and make appropriate adjustments. The lead will consult with students and staff to identify barriers to participation and to ensure there is a broad range of activities provided for all students to participate in.

This policy is a working document that will be reviewed every 2 years.

PE and School Sport Action Plan 2026-2028

PE and Sport Premium Action Plan and Impact Review

Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer’s guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.

| Intent | Implementation | Allocated Funding | Anticipated Outcomes |
|--|---|-------------------|---|
| To make breaktime and lunch break more active | <ul style="list-style-type: none"> - As a school we promote walking and cycling to school to encourage physical activity at the start and end of the day. - 2 x 20-minute morning breaks and a 40 minute lunch of which 20 minutes will be outdoors, are used to encourage physical activity with the use of sport equipment. - We encourage staff on duty to lead games and activities. - Range of play equipment to be used for all. - Use of local parks resources. | | <ul style="list-style-type: none"> - Increased physical activity rates each day across the school. - All pupils are encouraged to be active with staff facilitating this during the free time and encouraging it through before and after school activities, as well as how they get to and from school. - Games led by staff so that pupils know how to work and play with each other, creating greater community spirit and sportsmanship. - Sports equipment is used by all to encourage physical activity at every opportunity. |
| To encourage all pupils to engage in active lifestyles and to increase | <ul style="list-style-type: none"> - Organise different sports competitions to increase participation rates in physical activity. - Invite external sports’ clubs to host events and actively promote them across the school. | | <ul style="list-style-type: none"> - The pupils are able to access a variety of sporting events and competitions and actively participate. - Pupils compete against each other in school |

| | | | |
|--------------------------------|---|--|---|
| opportunities for school sport | <ul style="list-style-type: none"> - Continue to encourage staff to lead activities at break and lunchtime as part of provision. | | <p>and in the wider community.</p> <ul style="list-style-type: none"> - Staff model games and play and organise these at break and lunchtime, so uptake is high and physical activity is a high priority during these times to help meet the DfE target. |
|--------------------------------|---|--|---|

| | | | |
|--|--|--|--|
| To organise events and clubs for pupils to take part in each half term | <ul style="list-style-type: none"> - Work with MCC to participate in more sports competitions. - Organise more inner house competitions - Sports clubs at lunchtime to be established. - Promote lunchtime sports clubs across the school, to increase participation rates and opportunities for the pupil to experience different sports. | | <ul style="list-style-type: none"> - Pupils increase daily activity and participation in a range of sports. - Pupils experience competing as a team against others. - Pupils are active during the school day more than 30 minutes a day. |
|--|--|--|--|

Indicator 2: The Profile of PE, Sport and Physical Activity being raised across the school as a tool for Whole School Improvement

| Intent | Implementation | Allocated Funding | Anticipated Outcomes |
|---|--|-------------------|--|
| The PE subject leader is able to network with other PE subject leaders | <ul style="list-style-type: none"> - The subject leader attends all network events and liaises with lead professionals from MCC and local schools. | | <ul style="list-style-type: none"> - The subject leader continues to be kept up to date with local and national initiatives/developments and disseminates this information to staff through whole school CPD and staff meetings. |
| To ensure continued commitment and development of school competition, school sport, physical education, and physical activity | <ul style="list-style-type: none"> - PE leader to liaise with SLT to lead and plan events/training for the year ahead. - PE leader to liaise with SLT and plan events/training for the year ahead. - Release time for PE lead to organise and run events in school and attend fixtures. - The PE lead will appoint sports' captains lead and promote activities and encourage competition. | | <ul style="list-style-type: none"> - This will encourage pupils to lead and take responsibility for sports lead activities and increase their opportunity to participate in sport in and out the school. We hope this will build their confidence and resilience, as well as teamwork and communication skills. |

| | | | |
|------------------------------------|--|--|---|
| Advertise different sporting clubs | <ul style="list-style-type: none"> - Posters displayed, information passed on to parents/carers about sporting activities taking place in their local area. - Invite club leaders to the school to tell inform pupils what they do and how they can join their sports clubs. | | <ul style="list-style-type: none"> - Raise the profile of exercise out of school. - Give pupils and parents/carers ideas of how they can stay active outside of school. |
|------------------------------------|--|--|---|

Indicator 3: Increased Confidence, Knowledge and Skills of all Staff in Teaching Physical Education and Sport

| Intent | Implementation | Allocated Funding | Anticipated Outcomes |
|---|---|-------------------|---|
| To provide lunchtime activities that increase participation | <ul style="list-style-type: none"> - PE trained staff to deliver engaging sports activities and train the LSA's and teaching staff to increase their knowledge and understanding in a range of sporting activities, to help them encourage the pupils to participate and try new activities. | £3,450 | <ul style="list-style-type: none"> - Teachers will be trained in areas that will help them to improve the quality of PE delivered in the school and as a result improve the outcomes for pupils. - This will also help model expectations and increase participation rates. |
| Staff CPD in PE to continue and observations of PE lessons | <ul style="list-style-type: none"> - Staff will have increased confidence and knowledge in planning and delivering high-quality PE lessons, as well as the use of specialist provision/facilities. | £400 | <ul style="list-style-type: none"> - To continue to develop standardisation and professional development, to continually review the assessment criteria and how it is applied when assessing the pupils in the different activities. |

Indicator 4: Broader Experience of a Range of Sports and Activities Offered to all Pupils

| Intent | Implementation | Allocated Funding | Anticipated Outcomes |
|---|--|-------------------|--|
| To promote different sports and forms of exercise | <ul style="list-style-type: none"> - PE staff have been commissioned to increase the number of different sports the pupils can access at lunch twice a week. - Promote different sports across the school such as netball, basketball, football and dance. | | <ul style="list-style-type: none"> - This will promote pupil's greater understanding that exercise can come in different forms and the positive impact it has on mental health and wellbeing. |

| | | | |
|---|---|--|---|
| To promote other sporting activities outside the school | <ul style="list-style-type: none"> - The school will advertise different clubs and activities. - Taster events to be held in the school, where possible to give all pupils the opportunity to participate and increase their level of physical activity. - To work with clubs to support vulnerable pupils to have access to local clubs for free, where possible. | | <ul style="list-style-type: none"> - Pupils are introduced to a wider variety of sports. - Pupils participate in taster days and then join clubs where possible to increase their level of extra-curricular activities outside the school. |
| To replenish PE resources and purchase new resources to support fundamental movement skills | <ul style="list-style-type: none"> - Purchase a wide range of resources to support PE lessons across the school. | | <ul style="list-style-type: none"> - Pupils enjoy high quality PE lessons using high quality PE equipment. Which broadens their experiences. |
| To promote exercise through different forms | <ul style="list-style-type: none"> - Pupils are able to use the local park at break and lunchtime, which encourages physical activity. - Establish extensive activities for eg: cooking on the campfire and the possibility of gardening and growing and eating crops as a means of increasing physical activity. | | <ul style="list-style-type: none"> - Pupils understand and communicate that being active isn't always sport related. - This would lead to more positive outcomes both physically and mentally. - To create and build confidence and resilience. - Pupils gain new interests to take into life outside school. |

Indicator 5: Increased Participation in Competitive Sport

| Intent | Implementation | Allocated Funding | Anticipated Outcomes |
|--|--|---------------------------|---|
| To create opportunities for participation in competitive sport | <ul style="list-style-type: none"> - Attend sporting fixtures and events. - CPD opportunities for staff. - Continue to strengthen links with local schools to enable participation in local sports events. - Facilitate participation in local sporting events/festivals by arranging minibuss transport/shared lifts. | Funding already allocated | <ul style="list-style-type: none"> - Children experience new sports which they may not have had experience of before. - These children may then attend clubs for this sport/activity outside of school. |

| | | | |
|--|--|---------------------------|--|
| For pupils to gain the skills and knowledge required to take part in a range of competitive sports | <ul style="list-style-type: none"> - Additional lunchtime sports clubs are established and offered to all pupils, at least twice a week. - Staff organise games which are competitive at break and lunchtime voted for by the student body. | Funds already allocated | <ul style="list-style-type: none"> - The school is able to create more teams being able to be entered at all levels. - Pupils are encouraged to take part in competitive games during their free time so as to gain new skills and develop their understanding of the games. |
| To provide opportunities for pupils with additional needs to gain the skills and confidence to take part in competitive sports both as an individual and as a team | <ul style="list-style-type: none"> - As part of pupil's provision, the LSA's to practice sports with pupils and sport lessons. - Our LSA's will continue to support in lessons to help pupils develop the communication skills to work in a team and help their coordination skills. - All sports are fully inclusive, and all pupils take part throughout the year. - Staff support at break and lunchtime so the pupils can participate in competitions more regularly and have access to different sporting activities and equipment. | Funding already allocated | <ul style="list-style-type: none"> - Pupils grow in confidence and develop their hand and eye coordination. - Pupils willing and encouraged to have a go and develop skills in communication and team building. - Pupils encourage each other and celebrate each other's successes. |

Review of Policy

This policy will be reviewed annually or as necessary to ensure it meets with current medical guidelines and the needs of students with asthma.

Approval and Adoption

This policy has been reviewed and approved by:

Noreen Khan / Advisory Panel Chair

Head of School / Advisory Panel

(Date): 01.02.26