



# ROTHERHITHE PRIMARY SCHOOL PHYSICAL ACTIVITY POLICY

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## **ROTHERHITHE PRIMARY SCHOOL PHYSICAL ACTIVITY POLICY**

### **RATIONALE**

Physical education, when experienced in a safe and supportive environment, is a vital and unique contributor to a pupil's physical and emotional health development and well-being.

Physical education develops pupils' physical competence and confidence and their ability to use these to perform in a range of activities. It promotes physical skillfulness, physical development and knowledge of the body in action. It provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in teams. It promotes positive attitudes towards active and healthy lifestyles.

RPS was awarded a Gold Games Mark in 2022-2023.

### **AIMS AND VISION**

At Rotherhithe Primary School, we believe that Physical education and sport have a vital role to play in the physical, social, emotional and intellectual development of children. Physical education and sport are important in giving children the knowledge, understanding and the tools to make informed choices about healthy living and have a positive impact on their own health and well-being.

Physical education involves pupils in the continuous process of acquiring and developing skills; selecting and applying skills, tactics and compositional ideas; knowledge and understanding of fitness and health; and evaluating and improving performance. Through the programme pupils should have the opportunity to meet the physical education and school sport high quality outcomes:

- “ Learners show commitment to PE and school sport
- “ Learners know and understand what they are trying to achieve
- “ Learners understand that PE and school sport are part of a healthy, active lifestyle
- “ Learners have the confidence to get involved
- “ Learners willingly participate in a range of activities
- “ Learners think about what they are doing and make appropriate decisions
- “ Learners show desire to improve and achieve
- “ Learners have stamina, suppleness and strength
- “ Learners enjoy PE and school sport

### **TIME ALLOCATION**

Rotherhithe Primary School is working towards providing all pupils with at least 2 hours of high-quality PE & school sport, through the curriculum, extra-curricular opportunities and lunchtime activities.

The Government recommends the following minimum PE requirements to meet the National Curriculum demands: -

Two hours of high-quality PE a week

Swimming to be taught during key-stage 2

In addition, all children have the opportunity to join in a variety of extra-curricular sports clubs delivered by outside agencies. This gives them the opportunity to develop their

skills, enjoy performance and encourage sport as part of a healthy lifestyle.

### **CURRICULUM PLANNING AND ORGANISATIONS**

All pupils at Rotherhithe Primary School are taught by qualified coach from Team Get Involved and class teachers.

Swimming is taught by qualified swimming teachers from Seven Islands swimming pool.

Dance, ball skills, invasion games such as hockey are taught by teachers who follow the London P.E and Schools support network planning.

#### **Lunch time**

Ball skills and invasion games are taught by coaches at lunch time.

#### **Extra-curricular activities**

We offer a wide range of extra-curricular sports clubs that change throughout the year. These include:

- Dance ASC is taught by Chantal from Pioneer Dance
- Millwall provide a variety of extra-curricular sports activities within ASC.
- Coaches facilitate focused activities at lunchtime

Through the London P.E and Schools support network pupils are given the opportunity to participate in competitive sporting activities.

#### **Early Years Foundation Stage**

Physical development within the EYFS framework is one of three prime areas for learning.

The two related early learning goals are:

Expected

- Moving and handling – Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.
- Health and self-care – children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.

Exceeding

- Moving and handling – Children can confidently hop and skip in time to music.
- Health and self-care – Children know about and can make healthy choices in relation to healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces.

Children access a range of daily activities to develop their fine and gross motor skills and have access to a dedicated outside area. In addition to this, they also have a weekly PE lesson.

### **CURRICULUM LINKS**

Whilst retaining its unique contribution to a pupil's movement education, PE also has considerable potential to contribute to much wider areas of learning. As well as dance themes reflecting topics, links can be made to other areas of the curriculum such as:

- PSHE (Personal, Social and Health Education) – leading, managing, co-operating and decision-making skills - an integral part of PE
- SCIENCE – planning, predicting and testing ideas; health and fitness – learning about the body
- LITERACY – asking relevant questions; communicating ideas; listening skills
- NUMERACY – counting, measuring, calculating – distance, time, repetitions.

### **HEALTH RELATED ACTIVITY**

Pupils are taught:

- How exercise affects the body in the short term.
- To warm up and prepare appropriately for different exercises.
- Why physical activity is good for their health and well-being
- Pupils should be encouraged to develop active lifestyles that can be maintained - throughout adult life.
- Pupils are taught about the importance of a balanced diet.

### **EQUAL OPPORTUNITIES**

Opportunity and provision in PE will be planned and delivered to meet the needs of all pupils. PE experience will reflect the whole school policy on promoting equal opportunities for all pupils in terms of organisation, programme and access to resources. Adaptation should enable all pupils to achieve the best of their ability.

Adaptation can be catered for in a range of ways, such as:

- Setting common tasks that are open-ended and can have a variety of answers
- Setting tasks of increasing difficulty, where not all children can complete all tasks
- Grouping children by ability and setting different tasks for each group
- Providing a range of challenges through the provision of a variety of appropriate resources / equipment, individual, paired and group work
- Consulting with young people about their needs and interests

### **INCLUSION**

Activities are made available to all through adaptations in planning. It is the policy of Rotherhithe Primary School to ensure that every child receives an equal opportunity within PE activities, regardless of race, gender, ability or Special Educational Needs. Where required activities and equipment will be modified for children with special needs to enable maximum participation. Individual teachers will consult with the parent/carer with regard to the specific needs of their pupils, which will be supported where possible with due regard to health and safety. Intervention will be planned through SEN support.

Children who cannot in the short term be physically active such as those with injuries, long- term illness etc. should be involved in the non-performance aspects of the activity. They can work with individuals or groups helping with evaluating and improving aspects of the tasks. Non-participants should change into suitable footwear (where

appropriate) and be involved in consultative mechanisms i.e. focus group, questionnaires to identify barriers to participation.

### **G&T**

Pupils who are Gifted and Talented within PE are offered the same curriculum as all other children, however staff ensure that there are adequate opportunities for these children to be extended and these are planned. Children who are more able in PE are offered opportunities to join clubs within school and signposted to clubs outside of school that will develop their particular areas of strength.

### **ROLE OF TEACHING ASSISTANTS**

Teaching assistants have a valuable role within physical activity lessons. They may support the specialist P.E instructor to lead sessions by:

- escorting children to and from lesson
- supporting children with special needs
- supporting with first aid if needed
- managing behaviour
- supporting with recording
- supporting with the set up and putting away of equipment

### **ACTIVE TRAVEL**

- Walking to school is actively promoted. A 'Travel to School' survey is completed with each class at the start of the year and teachers take this opportunity to discuss the benefits of walking to school.
- Year 5 and 6 children are allowed to walk home on their own, reducing the car use of parents / carers.
- Cycle proficiency training (Bikeability) is offered to year 5 pupils each year.
- Bikeability's half term cycle schemes are promoted across the school.
- Secure bike shelters are located in the playground where pupils can leave their bikes and scooters during the school day.
- The school currently holds the Gold STARS sustainable travel award.

### **SAFEGUARDING**

All external coaching agencies require enhanced DBS checks and have completed paediatric first aid training and have coaching qualifications.

### **P.E CLOTHING**

The children have a PE uniform. This includes a white t-shirt, black shorts or tracksuit bottoms and plimsols or trainers. If a pupil repeatedly forgets his or her PE kit, a letter is sent home by the class teacher. The school has sets of spare PE clothes to enable those who do forget their kit, to access the lessons.

Gymnastics and dance are performed in bare feet.

### **HAIR**

All long hair is tied back for PE lessons.

### **JEWELLERY AND PERSONAL EFFECTS**

All jewellery, (including earrings) religious artefacts, watches and sensory aids are removed before participating in a PE lesson where potential higher risk of injury exists.