Physical Activity Policy 2025/26

Thomas Hinderwell's Vision Statement for PE and School Sport 2025-2026

At Thomas Hinderwell we believe that Physical Education (PE) is essential in developing pupils' physical literacy, enabling every child to move with competence and confidence in a wide range of physical activities. Our curriculum is carefully sequenced to ensure pupils master fundamental movement skills and fundamental sports skills, providing the foundation for progression into more complex techniques and activities. Through this, pupils gain the knowledge and skills to make informed choices that support a healthy, active lifestyle and foster a positive relationship with physical activity.

PE at Thomas Hinderwell also develops pupils' personal and social skills, such as confidence, teamwork, resilience and leadership, supporting their broader personal development. We aim for all pupils to build the motivation, competence and understanding needed for lifelong participation in physical activity and sport

Thomas Hinderwell's Physical Activity Policy:

1. Introduction

At Thomas Hinderwell we recognise the importance of physical activity in promoting health, wellbeing, social skills, and academic achievement. This policy outlines our approach to ensuring all pupils have regular opportunities to be physically active throughout the school day.

2. Aims

- To encourage all pupils to participate in regular physical activity that contributes to a healthy lifestyle.
- To provide a safe, inclusive, and supportive environment for physical activity.
- To develop children's physical literacy, motor skills, and confidence.

To promote teamwork, fair play, and positive attitudes towards health and fitness. To ensure physical activity is embedded across the school day, both within and beyond PE lessons.

3. Curriculum Provision

All pupils receive a minimum of **2 hours of high-quality Physical Education (PE) per week**. PE is delivered by class teachers following the national curriculum. Lessons are planned to ensure progression in skills, knowledge, and enjoyment. A range of activities (e.g. games, gymnastics, dance, athletics, outdoor activities) is provided to meet different interests and abilities.

4. Active Breaks and Playtimes

- Pupils are encouraged to take part in **active play** during morning, lunch, and afternoon breaks.
- Playground equipment and markings are provided to support active play.
- Staff and play leaders promote inclusive games and activities.

5. **Extra-Curricular Opportunities**

A variety of after-school and lunchtime sports clubs are offered to widen participation. Pupils are encouraged to represent the school in competitions, festivals, and events. Clubs are inclusive and affordable, with targeted provision to engage less active children.

6. **Active Travel**

The school promotes walking, cycling, and scootering to school through initiatives such as 'Scootability' and cycle training – 'Bikeability'. Bike and scooter storage is available. Parents and carers are encouraged to support active travel where possible.

7. **Inclusion**

All pupils, regardless of ability, background, or special educational needs, have equal access to physical activity opportunities.

- Adaptations and additional support are provided to ensure full participation.

8. Health and Safety

- All physical activity follows health and safety guidelines (e.g. correct use of equipment, appropriate footwear/clothing).
- Risk assessments are conducted for lessons, clubs, and trips involving physical activity.

9. Partnerships

- Thomas Hindewell with local sports clubs, governing bodies, and community organisations to enhance opportunities for pupils.
- Parents are encouraged to support children's physical activity beyond the school day.

10. Monitoring and Review

- PE and physical activity provision is regularly monitored by the PE coordinator.
- Pupil participation and engagement are tracked to ensure inclusivity.
- The policy will be reviewed every **two years** or sooner if required.