



PHYSICAL ACTIVITY POLICY

Reviewed and Adopted: November 2025

Signed: Chair of Governors

..... Headteacher

Next review: November 2028



Introduction

Regular physical activity is essential for children's physical health, mental wellbeing, social development and educational outcomes. The UK Chief Medical Officers recommend that children and young people (aged 5–18) engage in an average of at least 60 minutes of moderate-to-vigorous physical activity every day, including a variety of types and intensities across the week to develop movement skills, muscles and bones; and to reduce sedentary time. These guidelines emphasise that activity can come from PE lessons, active travel, play, extra-curricular sport and classroom movement.

A growing evidence base links school-based and daily physical activity with improved mental health (including reduced anxiety and depressive symptoms), better self-esteem, and positive effects on cognitive outcomes such as attention and executive function — all of which support learning and attainment. Recent systematic reviews and meta-analyses find that physical activity interventions in children and adolescents have beneficial effects on mental health and cognition, although effect sizes and the most effective activity types vary between studies. Our policy therefore aligns school practice with national guidance and current research, embedding opportunities for physical activity across the whole school day to support pupil wellbeing and educational progress.

1. Policy purpose and scope

This policy sets out our school's approach to promoting physical activity for all pupils during the school day and through wrap-around and extra-curricular provision. We believe that this area is key to our school vision of 'Building Firm Foundations For Life' as early exposure to a love of physical activity will set our pupils up for healthier, happier futures. This policy applies to all staff, pupils, governors, parents/carers and external providers while on school premises or delivering activities under the school's name.

Aims

- To help pupils achieve the CMO recommendation of an average of 60 minutes of daily activity by providing regular, varied and inclusive activity opportunities.
- To improve physical literacy (*please see definition in Section 4), motor competence and lifelong active habits.
- To use physical activity as a tool to enhance learning, behaviour and wellbeing.
- To ensure equitable access to quality physical activity for all pupils, including those with disabilities and additional needs.



2. The Physical Education Curriculum

Our PE curriculum aims to develop pupils' competence and confidence to take part in a broad range of physical activities, build physical literacy, tactical and teamwork skills, and a positive attitude to healthy, active lifestyles.

- PE is taught by qualified staff following the National Curriculum for Physical Education and our school progression map.
- Pupils will receive a minimum of two hours of high-quality PE teaching per week.
- Lessons are inclusive and adaptive; differentiation ensures meaningful participation for all.
- Assessment tracks physical skills, confidence and understanding termly.
- Risk assessments and safe practice are maintained, with staff trained appropriately.

3. Active Learning Across the Curriculum

Integrating movement into classroom lessons supports concentration, memory and engagement. Research shows that short bouts of physical activity can improve cognitive function and classroom behaviour.

- Teachers use active 'Brain Boosts' (2–5 minutes), movement-based learning tasks and standing/stretching transitions. We also follow the Corefulness programme (<https://corefulness.com/?scrlybrkr>) to help address any underlying physical barriers to learning.
- The school regularly shares active-lesson ideas and CPD is available through the North Oxfordshire School Sports Partnership (NOSSP).
- Timetabling ensures pupils benefit from regular movement. Active sessions are required to be highlighted on teachers' weekly timetables.

4. Everyday Physical Literacy

As a school, Chesterton understands and operates the 'Physical Literacy Consensus Statement for England', as outlined below.

Definition

"Physical literacy is our relationship with movement and physical activity throughout life."

- Key elements in this definition:
 - It is a **relationship** (not simply a skill or licence) — meaning how someone thinks, feels, moves and chooses in relation to movement and activity.
 - It covers **movement and physical activity** broadly – including play, sport, recreation, active transport, exercise and lifelong movement.



- It is **throughout life** – the concept applies to everyone at all life stages, not just children or elite athletes.

Five Key Messages

1. **Understanding physical literacy** – what it means and what it involves.
2. **Why physical literacy matters** – the value for individuals, communities and society (health, wellbeing, participation).
3. **Supporting physical literacy** – what professionals can do: create positive opportunities, environments, inclusive practice, meaningful experiences.
4. **Our experiences affect our physical literacy** – past experiences, environment, culture, social influences shape how we relate to movement.
5. **Physical literacy is personal** – each person has a unique relationship with movement, shaped by their strengths, preferences, context and life course.

Why it matters

- Research and policy highlight that children and young people with higher physical literacy are more likely to be physically active, have better wellbeing (including happiness and resilience) and be able to sustain movement behaviours into adulthood.
- The Statement emphasises that simply focusing on sport or physical skills alone is not sufficient — we must attend to meaning, motivation, environment, inclusion and how people feel about movement.

Implications for practice / what we do

- Focus on **positive, meaningful movement experiences** rather than just performance or competition.
- Recognise that environments, social factors, culture, access, history matter: create inclusive, enjoyable, varied opportunities for movement.
- Think lifelong: early years, school, adolescence, adulthood — transitions matter; each stage needs different supports for physical literacy.
- Monitor and evaluate beyond basic activity counts — consider how children / people feel about movement, their confidence, motivation, enjoyment, and how they connect with it.

Our approach includes other areas of physical activity, including but not exclusive to the following:

- Fundamental movement skill sessions in EYFS and KS1, progressing through KS2.
- Whole-school “Move More” weeks and family engagement campaigns.
- Active home learning tasks encourage practice beyond school hours.

5. Active Uniform

Uniform should not be a barrier to being active.

- Practical shoes and flexible layers are encouraged.
- Pupils may wear PE kit on designated activity days.



- Reasonable adjustments for cultural, religious or medical needs.

6. Wrap-Around Care (Before & After School)

- Before- and after-school provision includes structured and unstructured physical activity.
- Affordable, varied, inclusive clubs are offered.
- All providers are DBS-checked, insured and aligned with school policy.

7. Extra-curricular Physical Activity

- A broad offer of clubs (sports, dance, active arts) for different interests and abilities.
- Competitive and non-competitive options.
- Forest School
- Financial support and loan schemes ensure equitable access.
- In addition to an extensive programme of extra-curricular physical activity, we also plan a variety of educational visits that are linked. Opportunities may include: trips to watch high-quality sporting events (e.g. Women's FA Cup Final)
- Residential visits

8. Active Playtimes and Outdoor Learning

Playtimes are essential for unstructured activity and social development.

- Staff facilitate inclusive play and maintain play zones and equipment.
- Outdoor learning and woodland sessions promote activity and wellbeing.

9. Active Travel

Please also see our school Travel Plan for further information.

10. Inclusion, SEN & Disabilities

Activities are adapted for pupils with SEND, using reasonable adjustments and specialist support to ensure participation.



11. Staff roles & responsibilities

- **Governing Body:** ensures policy adoption and resource allocation.
- **Headteacher / SLT:** provides strategic oversight.
- **PE Lead:** manages curriculum design, CPD, and assessment.
- **Class Teachers:** embed active learning and inclusive participation.
- **Support staff / Lunchtime supervisors:** facilitate active play.
- **External providers:** must follow school safeguarding and inclusion policies.

12. Monitoring, evaluation & success measures

We will monitor through:

- Termly PE coverage and progress tracking.
- Pupil voice surveys.
- Participation records (gender, SEND, PPG analysis).
- Wellbeing indicators (behaviour logs, questionnaires).
- Annual review against 60-minute activity targets.

13. Health & safety, safeguarding and first aid

- Risk assessments and equipment checks are mandatory.
- All staff trained in safeguarding and first aid.
- External providers must meet safeguarding standards.

14. Parental & community engagement

- Communication with families to promote activity and healthy lifestyles, through newsletters, emails and home learning activities.
- Partnerships with local organisations and campaigns to extend opportunities, including sports clubs, Walk To School Week, Modeshift Stars Travel.

15. Policy implementation & review

Implemented by SLT and PE Lead; reviewed every three years or sooner if national guidance changes.