



Hendre Junior School



Physical Health and Fitness Policy

Introduction

As a school we recognise that learners spend around a third of their time here between the ages of four and sixteen. Opportunities for physical activity provided in school can make a positive contribution towards giving children and young people opportunities to develop positive behaviours for life.

This policy will enable our school to link the positive effects that increased physical activity can bring to learner's physical, mental and emotional wellbeing.

At Hendre Junior School we are committed to encouraging our learners to lead active and healthy lifestyles. We believe that healthy learners will be able to take full advantage of the educational opportunities that the school provides. The partnership of home and school is critical in shaping young people, and their future health.

Links with other policies

This policy should be read in conjunction with the following school policies: Health and Wellbeing / Curriculum

Rationale

A lack of physical activity is a major contributing factor to increasing levels of childhood obesity and associated health problems. In response to these concerns, the Welsh Government has produced [Healthy Weight: Healthy Wales](#), a long term strategy which outlines the vital role schools play as healthy settings to positively influence future life outcomes.

In addition, the recommendations set out in the [Chief Medical Officers report 2019](#) states that all children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes per day across the week. They should also minimise the amount of time spent being sedentary for extended periods.

The [Wellbeing of Future Generations \(Wales\) Act](#) has at its core an intention to improve the health, social, economic, environmental, and cultural wellbeing of Wales. Promoting increasing levels of physical activity will be a key component of achieving the ambitions within this Act. Increased physical activity, from the very earliest years, is essential to ensure healthy growth and development, as well as being linked to better academic achievement.

Aim

The aim of this Physical Activity policy is to provide a 'whole school approach' to physical activity in Hendre Junior by equipping learners with the knowledge and skills to establish and maintain life-long active lifestyles. We at Hendre Junior School aim to ensure that physical activity become integral to the overall value system of the school and a common thread of best practice runs through the curriculum and the whole school community.

Objectives

- To ensure that all activities and services related to physical activity provided for learners throughout the school day are consistent with the curriculum, appropriate national guidance and regulation and that mixed messages are avoided.

- To ensure that the school takes up opportunities to be involved in any local and national initiatives relating physical activity.
- To offer a broad range of inclusive, safe, stimulating indoor and outdoor sports, play and recreational activities to continually develop physical literacy levels.

We recognise that all learners have rights under the 54 Articles of the United Nations Convention of the Rights of the Child (UNCRC). The rights below underpin and shape our health and wellbeing curriculum and school policy:

The Curriculum

Developing physical health and wellbeing has lifelong benefits and our Health and Wellbeing Curriculum will ensure that:

UNCRC Article	An inclusive health and wellbeing curriculum that...
Article 6 the right to life and to grow up to be healthy	Develops knowledge and skills to identify and develop positive informed behaviours for a healthy lifestyle.
Article 13 the right to have information	Supports learners to understand the factors that affect physical health and wellbeing, such as a nutritious balanced diet and physical activity.
Article 31 the right to relax and play	Provides a range of fun and engaging opportunities to take part in physical activity and play.

- Learning about physical activity enables learners to develop the [four purposes](#) of the Curriculum for Wales.
- Learners are taught to understand the benefits of physical activity both short- and long-term.
- The impact of sleep and physical activity on emotional and mental health & wellbeing is addressed within the learning opportunities in the curriculum.
- Opportunities for cross curricular links are explored and developed.
- All teaching and learning resources reflect current local and national guidance.
- The school promotes environmental and sustainable initiatives such as Eco Schools and Forest Schools.

Physical activity

- There is a well-planned programme of study in PE that makes good opportunities for cross curricular promotion of physical activities.
- 2 hours of quality PE will be provided per week for every learner.
- The school offers opportunities for learners to engage in outdoor play and adventurous activity which provide challenge and opportunity to problem solve and work as a team.

- Daily active sessions take place, and these allow all learners to increase their physical activity in short active bursts, which enhance concentration.
- Grounding activity such as yoga and mindful movement practice will allow learners the opportunity to develop core strength and stability and calm the mind and breath and provides an opportunity for relaxation to improve overall wellbeing.
- Sports events are encouraged and where possible, parents, carers and the wider community are involved.
- The school completes the school sport survey every 2 years, and analyses the data to highlight key strengths and areas of improvement.

The Informal Curriculum

Our school recognises the significant impact of *the informal curriculum* on the personal, social and emotional education of learners as well as their physical health and wellbeing. Therefore physical activity themes will be promoted through the informal curriculum which encompasses the values and attitudes promoted within the school, the physical environment and setting of the school. (See Appendix 2)

Leadership and Communication.

- A named member of staff will co-ordinate Physical Activity and be responsible for the coordination and management of the policy: (*J Gale; H Collins*)
- The **School Council / Wellbeing Warriors** are actively involved with the development and implementation of the Physical activity policy.
- The Senior Management Team will ensure that there is adequate training and resources for staff involved in the delivery of the aims and objectives of the school's Physical Activity Policy.
- The Senior Management Team and governors will monitor progress at regular intervals.
- The policy will be reviewed **biannually** to take account of national and local initiatives and resources relating to physical activity.

The Governing Body

Headteacher/senior leadership

- The school ethos and environment reflect the school policy.
- All staff promote physical activity in accordance with school guidance.
- There is adequate training, information, instruction, induction and resources for staff involved in the delivery of the aims and objectives of the school's physical activity policy; to be active and active in learning.
- A planned and appropriate to physical activity curriculum is provided for all learners throughout the school year.
- Consistent messages are promoted through the formal and informal curriculum.
- Updates on school physical activity actions will be included in the Annual Report to parents.

- There is engagement with national/local learner voice surveys that help inform the School e.g. School Health Research Network and Sport Wales School Sport Survey.
- Clean and adequate changing and showering facilities for children, young people and staff are provided.
- Raise awareness of opportunities in the local community that promote physical activity or healthy lifestyles.

All teaching and non-teaching staff to ensure that they:

- Act as positive role-models to learners by participating in physical activity and related events, where possible.
- Ensure consistent messages are provided/ mixed messages are avoided in relation to physical activity.
- Support implementation of the school policy.
- Deliver effective physical activity education as agreed in this Policy.
- Encourage participation in local and national initiatives.
- Promote active lifestyles in accordance with school guidance.
- Promote opportunities for learners to be physically active during the school day.
- Promote nutrition and active lifestyles in accordance with school guidance.
- Will not withhold opportunities for physical activity (e.g. active break time, physical education) as a sanction.

Family and Community Involvement

As a school we will ensure a whole school approach is taken to improve the wellbeing and equity of opportunity to all learners in relation to physical activity. We aim to involve all members of the school community in our commitment. This will be achieved by:

- Involving learners in promoting physical activity within the school community and have a role in decision making (planning and developing actions, policy development / review).
- Supporting community focused opportunities, including Food and Fun, to use the school grounds and facilities.
- Supporting the provision of out of school hours learning cookery club / gardening club for learners, parents and carers and wider community members.

The role of parents and carers

We ask that Parents/Carers endeavour to:

- Support the policy.
- Supply an appropriate PE kit as per school uniform policy.
- Support local and national initiatives.

The role and responsibilities of learners

We ask learners to:

- To develop their own routines to maintain physical activity.
- Change to clothing appropriate for the activity undertaken.
- Take opportunities to participate in learner surveys and Learner Voice groups.

Equality Statement

This school/setting recognises that people have different needs, requirements and goals and we will work actively against all forms of discrimination by promoting good relations and mutual respect within our community and between Learners, parents, staff, governors/management committee members and partners.

We will also work to create equal access to support, for everyone, irrespective of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh, BSL or any other language, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

Monitoring, evaluation and dissemination

- Implementation of this policy will be monitored by the Headteacher and members of the Governing Body
- It will be ratified every two years but reviewed annually or earlier if necessary
- The School Council/relevant Learner voice group are actively involved with the implementation and review of this policy.
- Support local and national initiatives.
- Aspects of this Policy will be replicated in the School Prospectus, Hwb+, shared areas on the school network and staff handbook.
- Parents may request a paper copy of the Policy from the school.

The following members of the school community were consulted on the development of this policy:

- Senior Leadership team
- School Council
- Governors / Link Governor
- Healthy Schools Co-ordinator
- PE Co-ordinator/Health and wellbeing team